

Health and Physical Education TEACHER GUIDE



Years 9 and 10

Teacher Guide

HEALTH AND PHYSICAL EDUCATION

YEARS 9 AND 10



GOVERNMENT OF SĀMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

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Authors Dawn Rasmussen and Brenda Sio

Illustrator Anna Egan-Reid

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Introduction

Dear Teachers,

Are you aware that as you read through this Teacher Guide and start to make preparations to teach this subject you are making history or rather are taking part in a particularly significant event in the history of the Education System in Sāmoa?

Health and Physical Education (PE) is a brand new subject area. The Curriculum for this subject was approved in March 2003 and this is the first time this subject will be taught in Secondary Schools in the country. Certain aspects of this curriculum have been taught separately before as Physical Education. Some aspects of health have been taught in the Food & Textiles Technology area but never before has this subject as a whole been taught in the Secondary Schools in Sāmoa. Therefore it is a brand new thing that you are embarking upon to teach this subject and we congratulate you for taking on this job.

You are expected to use this Teachers' Guide alongside the Curriculum Statement for Health and Physical Education. The aim of this Guide is to help you understand what you are expected to teach the students so as to facilitate their learning. We will guide you through the Curriculum Statement, defining for you any new terminology, explain how you are expected to carry out certain activities and direct you to where you can find resources to help you.

Throughout the text you will find Achievement Objectives (AOs). These are always set in a box (see, for example, 'Personal Identity and Self Esteem' on page 9) with subdivisions shown in bold type with an alphabetic letter (see **a**) and **b**) on page 9).

Here are the answers to some of the questions that you may be asking yourself right now about this subject.

Why put health and physical education together as one subject?

The aim of this subject to help us as teachers as well as the students and the general community to see health as a subject that involves the participation and co-operation of all people, not just the individual. Total health or holistic health involves the well-being of an individual in all areas of their physical, mental, emotional, social and spiritual life. In physical education we learn about human movement which is an integral part of life. The way we move, our activities, the exercises we do, impact on our well being so that it is logical and sensible to put these two topics together.

For a long time in Sāmoa, people have viewed Physical Education only as 'sports' or outdoor games. There is a general apathy towards exercise as not really being important unless you are training or are involved in a sport. As people get older there is a lack of physical activities that they can participate in. In the past Sāmoans used to walk everywhere, work hard on plantations, go fishing and do work around the house so that they stayed fit and healthy. Today we travel by car or bus and work in offices or in jobs that are not very strenuous. Therefore, Sāmoa today has one of the highest rates of non-communicable diseases (diabetes, heart disease, hypertension, obesity, gout) which are all related to being overweight and living a sedentary (very little physical activity) life.

Our students in schools can opt out of PE if they are not very good at a sport because the general objective of school sports is to win competitions. I am sure you have witnessed many students who have gone through your school without ever playing a sport or being involved in PE. All people need some form of physical movement for the well-being of their bodies. Therefore the Health and PE curriculum is designed to focus on the student or child as a whole being; a person who needs to be nurtured and helped to develop in body, mind, emotions and spirit as well as in their relationships with other people. We want **all** students to believe and feel that they are special and unique creations of God with a purpose in life. Students who are happy and healthy and have a well-balanced outlook on life will do well in their schoolwork and in their social interactions with other people.

What is involved in health and physical education?

In the context of the Health and Physical Education Curriculum the Sāmoan term *Soifua Mālōlōina* is used to define Health. This Sāmoan term describes the health and well-being of an individual, family or country. It embodies the whole concept of health and is not only the absence of disease but also being physically, mentally, emotionally, socially and spiritually healthy.

It is our aim to encourage students to have an active life style that is holistic in nature. An active healthy individual is physically, mentally, emotionally and spiritually sound. He/she practises activities that will result in good health for him or herself, the family and the community. It is thus expected that you will discuss and refer to concepts that are basic to the Sāmoan way of life. These concepts are included in the Curriculum Statement.

While it is important to uphold and refer to what is good in the Sāmoan culture, it is important also for the teacher to look at the changes that are happening and the differences in the outlook of teenagers living in modern Sāmoa compared to their parents' teenage days. This subject area gives the teacher an opportunity to help young people growing up in a fast-changing Sāmoan society to discuss openly and express personal views on the issues facing them.

How do I teach the subject?

The aim of the Health and PE Curriculum is to enable or help students to learn. Students learn best when they themselves do something that makes them understand the reason for or meaning of something and then apply this knowledge in a relevant situation.

Therefore your teaching practices must aim for effective learning. **You are encouraged to be a healthy and active role model.** For example: wearing appropriate clothing (pants & T-shirt, etc) when taking an outdoor activities class. This will assist you to participate better than when wearing a puletasi or dress lavalava. When you make an effort to change for outdoor activities it encourages the students who may be shy of their bodies and what they look like to change and join in too. It is very important in this subject area for us as teachers to **try our best to practise what we preach.**

As in other subject areas there will be new words and terminology (a language) associated with learning Health and Physical Education. All students must develop the language associated with learning in Health and Physical Education. Teachers in all subject areas are teachers of language **and you are the teacher for the language of Health and Physical Education.** The language that students will need in order to understand and talk about Health and Physical Education content, and to participate effectively in learning activities, will be incorporated and fitted together in the content of this Teacher Guide and other resource materials prepared for this subject.

You are encouraged to be creative in the way you teach this subject. Use games, exercises, group activities, etc to help explain the key messages to the students. You will only be given a brief outline in this Teacher Guide of what and how you are expected to teach specific topics. However, we are relying on your creativity, experience and imagination to expand the subject content to make it more interesting and appealing to the students.

We would like you to keep the following two ideas or concepts in the back of your mind as a basis for your approach to teaching Health and PE and also as a way to encourage the students' learning capacity.

The health and physical education environment

A healthy child is nurtured and is able to grow and develop to his/her full potential (in body, mind, emotions, spirit and socially) as a mature, well adjusted adult in an environment where aspects of health, human movement and physical activities are promoted in all areas of his/her life. These areas include his/her personal life, family life and the wider community. Nobody can live in isolation from others. The people and things around us impact on our health and well-being. This makes up the Health and PE environment.

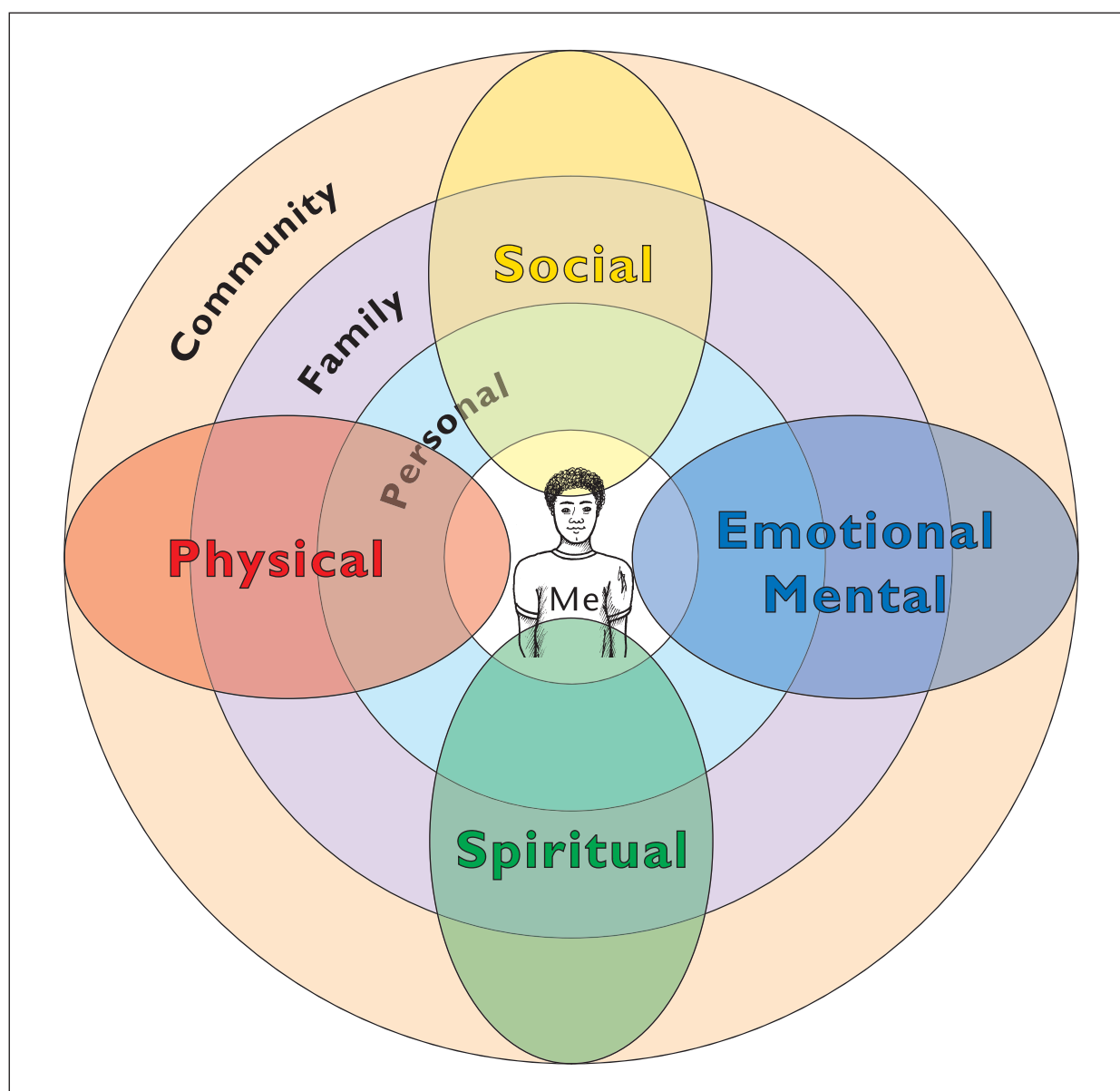


Figure 1.1 The Health and Physical Education Environment showing how each aspect overlaps

The human body versus a car

The human body and the way it works can be compared to a car. We would like to suggest that you use this analogy as a way of explaining how the different parts of the body fit together, work together, etc.

For example: the car needs fuel/petrol to move – our bodies need energy (food) to move. Our internal organs are like the different parts of the car engine, which all have specific functions. There are many comparisons that you will be able to make to help you explain the different parts of the body, especially for Unit 2 on Active Human Movement.

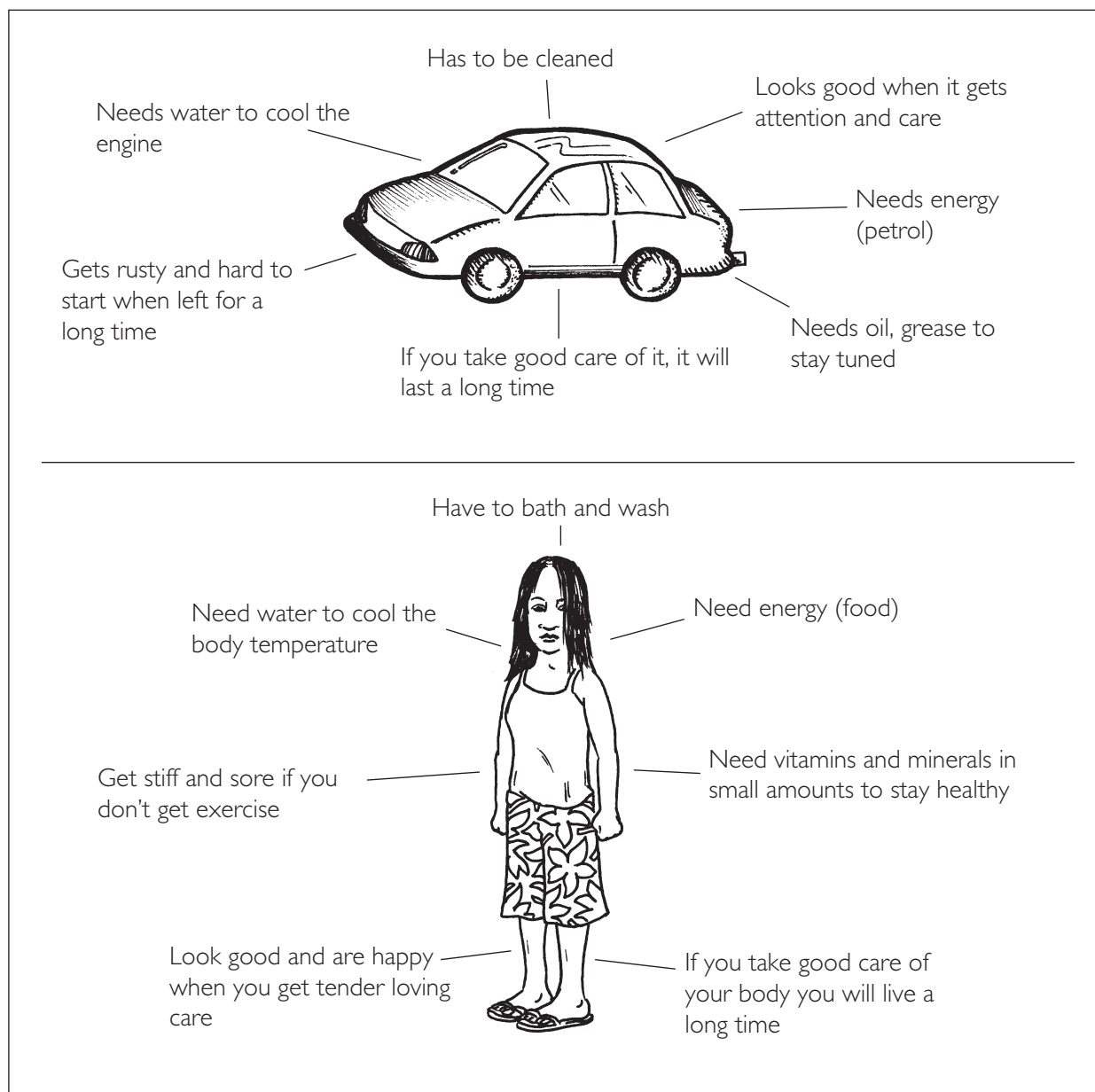


Figure 1.2 The Human Body Can be Compared to a Car

When do I teach this subject?

It is planned that all students at all levels will be given the opportunity to study Health and PE as it is so important for life. Ideally when you are going to be outdoors, the cooler part of the day is preferable. However, your hours and times for teaching this subject as well as the level of classes you will teach is the responsibility and prerogative of your Principal.

Year 9

Unit 1: Active Personal Health And Relationships

Personal Identity And Self Esteem

a) Define the following terms

- **Self** refers to the person as an individual or to an individual's advantage or interest. Also myself, himself, herself, etc.
- **Personal Identity** means who or what a person or thing is. Your identity is how you recognise yourself as being a specified person. For example, you have a photo of yourself in your driver's licence to identify you or prove you are that person. Likewise your personal identity is how you recognise yourself as a specific person, e.g. a young man may see himself as a Sāmoan youth, 14 years old, from the village of Lalovaea and belonging to the Sua family – that is his personal identity.
- **Self esteem** is your self image or how you feel about yourself. Your self esteem is made up of the thoughts or feelings you have about yourself. These may be positive (good) or negative (bad). Our self esteem is often affected by the way our parents, our teachers, our friends and family members relate to us and make us feel.

Positive thoughts and feelings	Negative thoughts or feelings
<ul style="list-style-type: none">● I'm pretty● I'm smart● I play well in rugby● I'm fun	<ul style="list-style-type: none">● I'm ugly● I never do anything right● I'm boring● My father thinks I'm stupid

It is important to explain that the more positive feelings a person has, the higher his or her self esteem.

The more negative feelings people have about themselves, the lower their self esteem. Emphasize that each student is a **UNIQUE INDIVIDUAL**. There is no one else in the world like him or her.

Unique means to be the only one of its kind, unequalled.

b) Identify and accept who they are and where they come from (faasinomaga)

It is an important part of having good self esteem to be content with who you are, where you come from, your family connections, etc. You may wish to have the students discuss this as a large group activity where all students get a turn to say who they are (their identity) and who their parents are, village or where their family connections are (faasinomaga in the faaSāmoa or cultural context of their gafa).

c) Describe the aspects that make them unique and different from other students, their siblings (brothers and sisters) and other people

Again, we are reinforcing the message about the uniqueness of each individual. That we are all different, even when we are born from the same parents, we are not the same as them or our brothers and sisters. We may have common characteristics but we are still unique. It is important for students to understand and accept that it is OK to be different. It is not wrong to be unlike other students, not to like what they like, etc. However we must all obey the rules and follow the policies of our school or country. Our differences do not give us special privileges or disadvantages that set us apart from other people. Knowing that we are different helps us to understand why we have different points of view, why we react differently to certain situations. This is not right or wrong or good or bad – just different. This should help us to be less judgemental of other people and the way they do things when they are different from us.

d) Examine their own spiritual beliefs and values

Have the students examine their own spiritual beliefs and values. Do they go to Church? Do they believe in God? Do they have a purpose for being on earth? What are some of the spiritual values they live their lives by? What are these values based on? Discuss the importance of having values to guide the way we live. Does ‘having values’ help us have a good self esteem or feel good about ourselves?

You may wish to have the students write a paragraph on this topic and then maybe share some of their values with the rest of the class. Comment on any similarities in the values that the students give. Discuss whether these are values shared by the whole community or society we live in? How did we get these values?

e) Identify the cultural factors related to identity

Have the students discuss and identify the cultural factors related to identity, e.g. what makes them a Sāmoan or identify themselves as a Sāmoan. You may wish to do this as a brainstorming session and write up the factors for everyone to see. Challenge any comments that may be racist. Remember we are identifying factors that make us feel the way we do and which give us positive or negative self-images or self esteem. We must emphasize the need to change the way we think and do things, to be more positive so as to improve our self-esteem.

f) Explore various aspects about themselves and how they select friends

The Curriculum Statement outlines different aspects that the students are to explore, such as likes and dislikes, talents and things they are good at, aspects they need to improve, aspects they want to change, why they think they need to change these, who their heroes or role models are and what is so special about these people.

You may wish to have the students work in small groups to discuss these and look at the differences and similarities in the way they do things.

In your discussion of this activity it is important to emphasize that the friends we choose and the people we look up to are connected to our own self-image and self esteem. Students must be careful of making friends with people just because they want to be popular or feel special or good. This may have a negative effect or influence on them. Our good feelings about ourselves should come from inside of us so that it is easy for us to accept who we are and be content no matter what our circumstances or financial status. If a student finds that he/she is seeking things to do and people to help him/her feel good about himself/herself then they need to check out why. This is often what pushes the young person to take drugs, alcohol, and do unlawful things. If you believe one of your students is in this situation, then you should help the student find someone he/she can trust to talk to about this if you are not confident in this role.

NOTE TO TEACHERS:

Some of the issues that you will discuss in this Curriculum are very sensitive and may cause some students to be hurt by things others say. Some students may be reluctant to share or even get very emotional about some of the issues to be discussed. You as the teacher will have to be wise and sensitive to the needs and mood of your students. Following is an activity you may wish to use as a way of creating a safe environment for sharing.

Activity 1: Sharing in a safe environment

Purpose: To negotiate (come to an agreement on) the guidelines for creating a safe and trusting environment for the students in a classroom.

- 1 Give out a sheet of paper containing a list of possible ground rules.
- 2 Participants to break up into groups and discuss which of these rules are important; very important; not important.
- 3 Each group chooses 5–6 rules that they believe are the most important so that their group can work together successfully.
- 4 Return to the large group. Each group to present their list.
- 5 As a group, participants decide and come to an agreement on which rules they will use as their Group Guideline.
 - Select similar rules from all the lists to begin with.
 - Make sure there is a rule from each group included.
- 6 Write out the rules on a piece of paper under the heading 'Group Guidelines'.
- 7 Have all the participants sign the rules as a symbol of their agreement to comply.
- 8 Put up the guidelines where everyone can see it. These rules may be revisited from time to time whenever there is a problem in the group/class that needs resolving.

Remember that when a participant/student breaks a guideline, they are not going against the teacher's wishes but their own wishes and the wishes of other participants or classmates. It is therefore the group/class, in conjunction with the teacher, who should decide what action should be taken against a student who is unable to adhere to the guidelines.

Suggested list of rules for activity on sharing in a safe environment

- giving advice allowed
- having a sense of humour
- no put downs
- one person talking at a time
- the right to pass (not speak or contribute)
- being understanding
- no interrupting others
- no criticizing others
- being prepared to lead
- showing respect to everyone
- no teasing others
- being considerate to others
- being happy and smiling
- no laughing at people
- putting up hands before speaking
- being supportive
- everyone being involved
- having fun with everyone
- letting everyone have his/her say
- being helpful
- being confident
- always looking at the person talking
- agreeing with everyone else
- telling the truth
- being nice.

RESOURCES

You can contact the Family Health Association in Apia for a copy of one of these two Manuals to help teach this curriculum.

- 1 *Sexual Health Education, A Training Manual for the Pacific*. Produced by Family Planning Australia 2001.
- 2 *Adolescent Reproductive Health, Training Manual*. Secretariat of the Pacific Community 2003.

Personal Growth And Hygiene

a) Explore the Anatomy of the human body by way of diagrams and pictures

Refer to Unit 2 for more on the different parts of the body. Make sure that the students identify the different parts of their bodies according to the diagrams given.

b) Compare and contrast the physical changes that occur in the male and female body during puberty

The resource books mentioned above have detailed information about menstruation, hormonal changes and other aspects of puberty. You may also borrow text books from your biology or science teachers to give you more information on this topic.

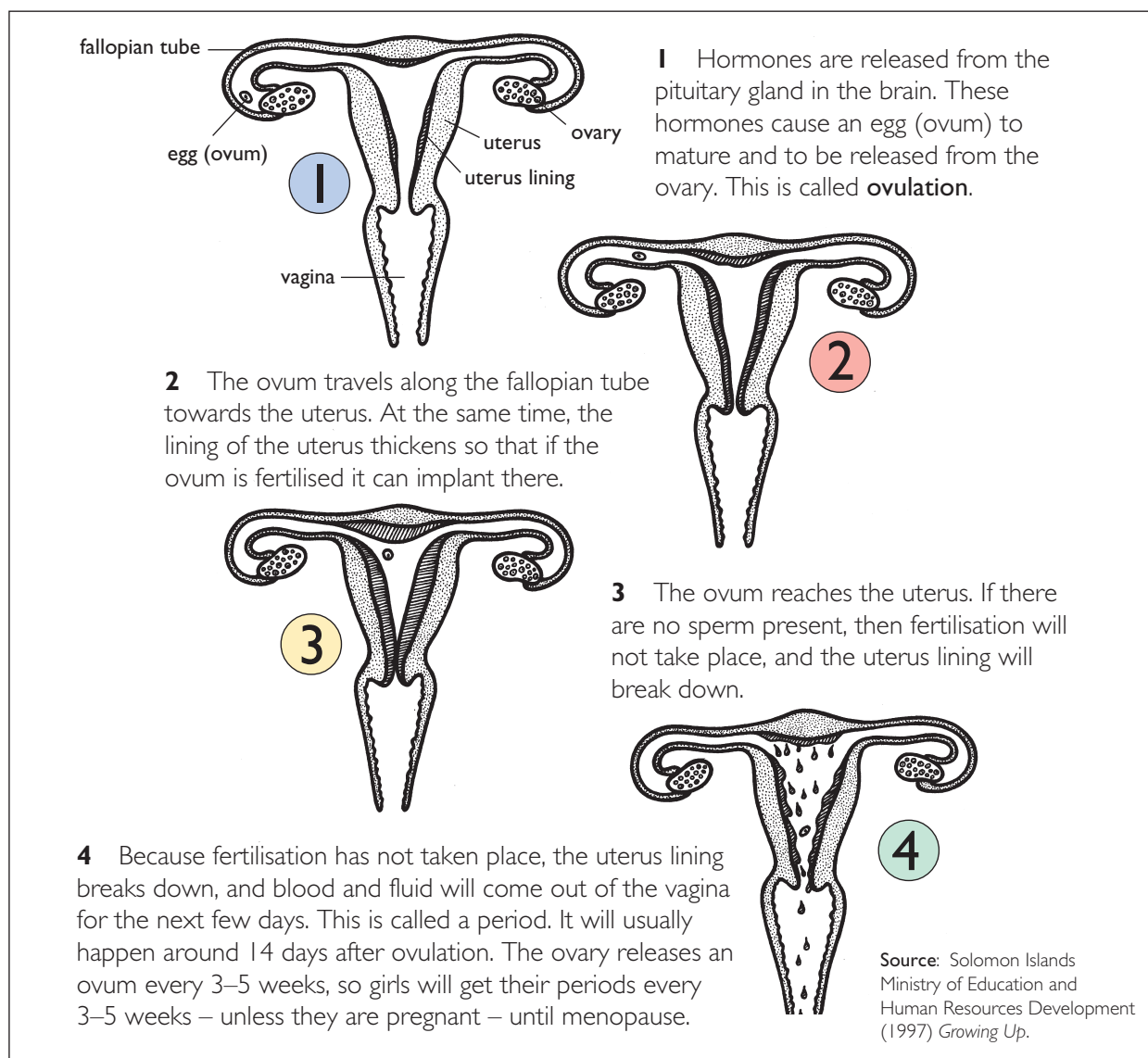


Figure 9.1.1 Menstruation cycle

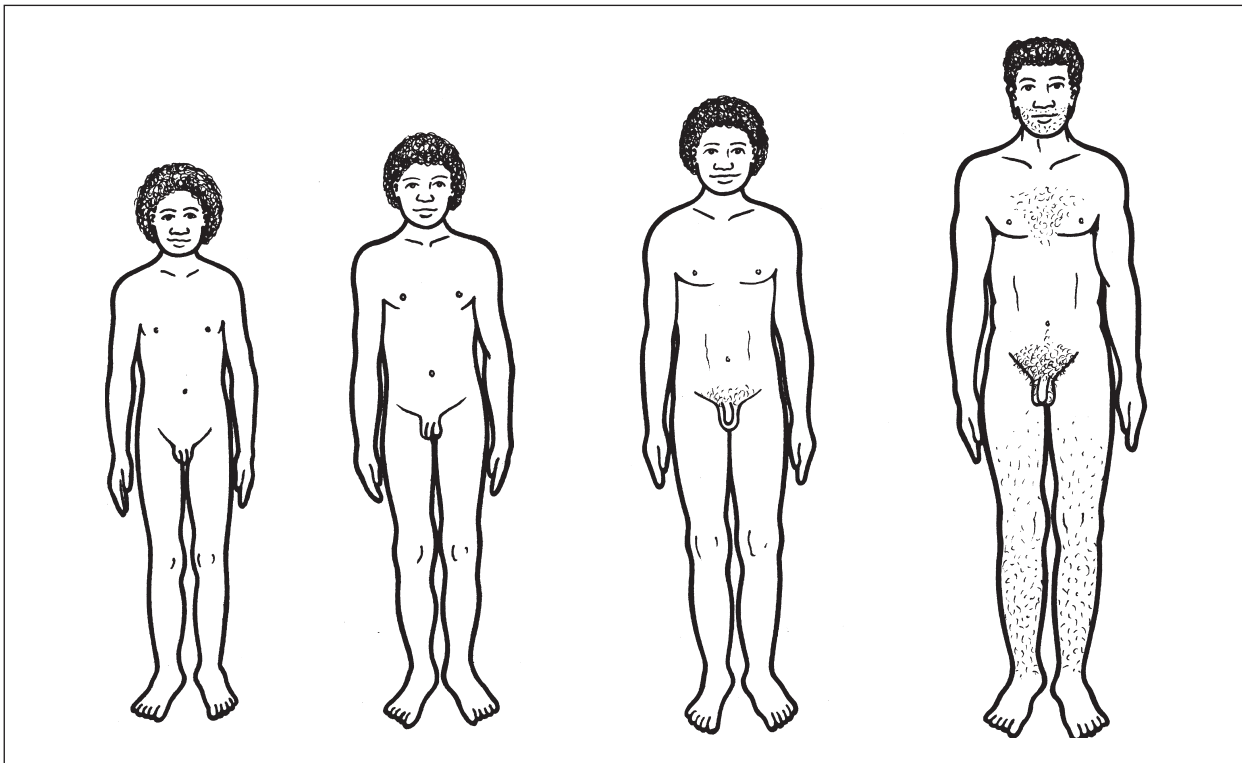


Figure 9.1.2 Body changes in boys

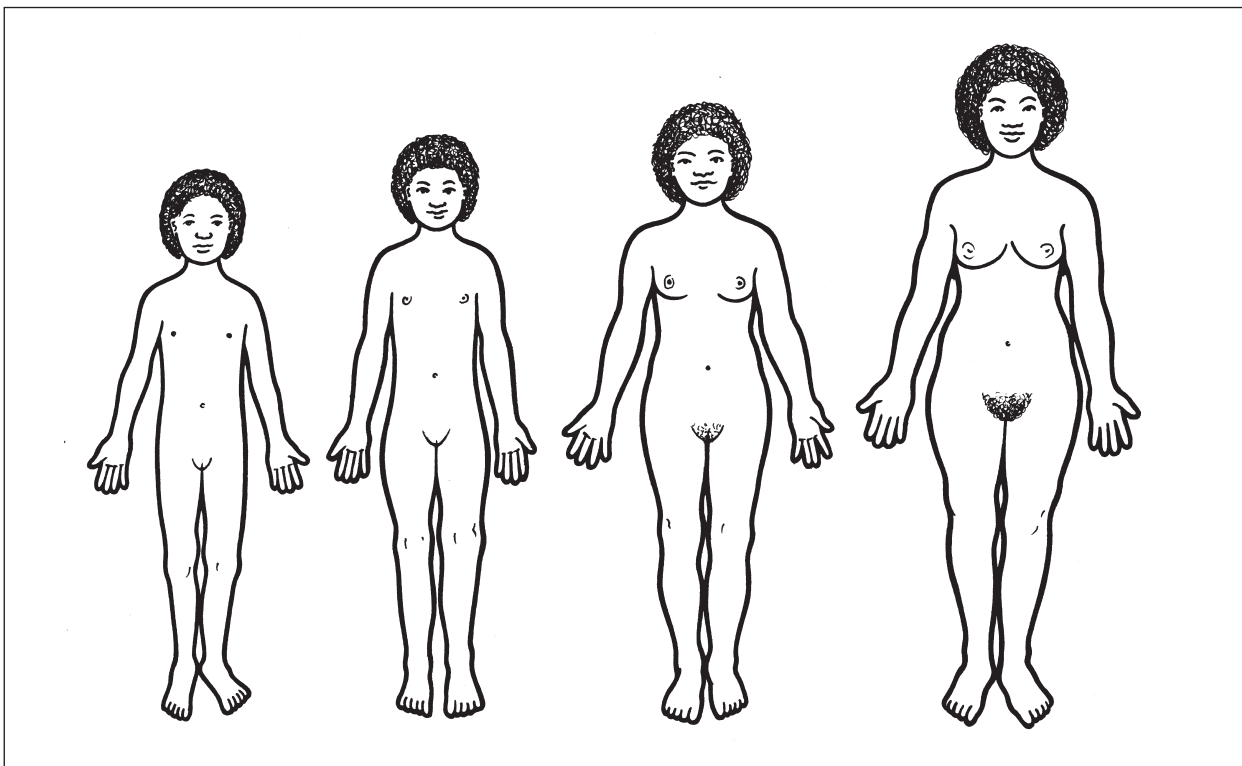


Figure 9.1.3 Body changes in girls

c) Describe the relationship between what they eat and the effect on their growth and development

You will need to discuss the nutritional needs of adolescents and the main problems they face during this time. These are: weight gain, fad diets, fast foods, high fat/ high sugar diets – all of these plus the hormonal changes affecting their health and nutrition. You can ask one of your Food & Textiles Technology Teachers to come as a guest speaker and cover this topic and also to lend you some text books on nutrition that you can use.

d) Explain why they need to keep their bodies clean in relation to the normal functions of the body

e) Discuss why good hygiene and sanitation is important during puberty, and the changes occurring in their bodies, e.g. menstruation, pimples, boils, skin conditions, body odours

f) Describe and demonstrate ways to promote and encourage good hygiene and sanitation practices in what they wear, daily habits, sports and leisure activities

- The next three achievement objectives are related to hygiene and sanitation and the importance of good personal hygiene practices for the health of students.
- Many of your girl students may have just started their periods. This is a good opportunity to talk about their bodies, the changes and the importance of clean and hygienic personal habits like how to dispose of sanitary pads, tampons, etc, wearing clean underclothes (bras and panties), fungal infections (tane & lafa) and other personal issues.
- It may be wise to invite a female teacher if you are a male to take the girls for this topic while you take the boys, and vice versa if you are a female teacher.
- If possible it is a good idea to invite a community nurse or someone from the Public Health section to talk to the students about personal hygiene and sanitation.
- You can also ask the people from the Family Health Association to come and talk to your students about menstruation and puberty.
- The Food and Textiles Technology teachers may also be able to help you out with resources and information for these topics.
- It is important to stress basic good hygiene habits like hand washing before eating and after visiting the toilet for both girls and boys, washing clothes, wearing clean clothes every day, bathing every day, having clean fingernails and toenails, not wearing other people's clothes or sharing towels and sheets.
- As a teacher for Health and PE it is very important that you are a model and living testimony of good personal hygiene practices. You are expected to promote and encourage good hygiene throughout the school. For example, making sure that the toilets are functional and that there is water for students to wash their hands. Promote the proper disposal of rubbish in rubbish bins and ensure there is no littering in the school grounds.

The Relevance Of Physical Activity For Personal Well-being

a) Identify the importance of regular physical activity for personal well-being and an active lifestyle for teenagers (including those with special needs)

b) Diagnose health and fitness state by completing Year 9 SSSH and PE Inclusive SWD fitness test battery – Refer to Unit 2

c) Explore the specific physical and health benefits from the different physical activities and sports that are carried out in school, church and community

d) Describe the enjoyable aspects of participating in physical activities

e) Discuss how they can choose and decide on a regular form of exercise to maintain good health for life

f) Examine the hindrances that may stop them from having regular exercise and identify ways to overcome these

g) Participate in physical activities as set out in Strand 2

- It is important for students to understand that they need to be totally fit. There is a difference between being totally fit and being only physically fit.

Total fitness is a state of physical, emotional, social and spiritual well-being. The four areas interact to provide total fitness. We must have social, emotional, spiritual and physical fitness to be totally fit.

Social fitness is when an individual lives comfortably and is able to meet basic needs for food, clean water, shelter and clothing.

Emotional fitness is being happy and well adjusted with family and friends. An emotionally well-adjusted person is not troubled or worried about day to day things in life. Some people may call this mental fitness.

Physical fitness means having a body that works well, is healthy, and allows the person to take part in activities and meet the daily or emergency demands placed on him or her. An unhealthy person, an injured person, a malnourished person cannot remain physically fit.

- Another important message to get across to the students in this section is that having some form of regular physical activity or exercise is very important. It has been proven from studies that **regular** physical exercise helps reduce obesity and the earlier you start in making this a lifestyle habit the better.
- Have the students discuss the different forms of physical activities and sports that are carried out in their village or community as church activities. How easy is it to participate in these activities? What are the benefits of these activities?
- It is important for us to view all forms of physical activity as being beneficial and to be encouraged, and we should participate in them.
- Have the students describe the enjoyable aspects of participating in physical activities. People participate because something is fun and enjoyable rather than because it is healthy.
- Have each student choose and decide on an activity they can carry out on a regular basis for the rest of their lives.
- Discuss any hindrances that may prevent them from carrying out these activities and suggest ways to overcome them.
- Check whether there are any exercise videos you can try out in class, have someone come and show the class how to exercise to music, or have the students produce their own dance/exercise to music routines.

Self-discipline, Personal Safety And Protection

a) Define self-discipline, personal safety, and protection

- Self-discipline** is when a person is in control of his/her emotions and his/her behaviour. A disciplined person is orderly and controlled in what they do.
- Personal safety** refers to keeping oneself (yourself) free from the risk of danger. This means making sure that you are safe and not taking any risks.
- Protection** is being safe from harm or injury. That is, you have assurance or security that you are safe because you have done something to give yourself protection, e.g. you locked all the doors to your house; you have a guard dog; there's a security officer outside your building. These things make you feel safe or protected.

b) Explore the various activities presently pursued by teenagers and identify their good and bad points

c) Describe the dangers that are connected to some of the pastimes currently engaged in by teenagers, e.g. drugs, alcohol, smoking and unsafe sex

d) Identify potential situations that can lead to any or all forms of abuse, e.g. physical and sexual abuse, incest

e) Explain the benefits of doing things in groups, or staying together with friends when away from home

f) Describe the dangers that can exist in the home situation due to poor handling or storage practices, e.g. accidents with knives, falls, dog bites, food poisoning, chemical & paraquat poisoning

- All the rest of the achievement objectives refer to keeping the student free from potential risks or harm from drugs, alcohol, unsafe sex, all forms of abuse, accidents in the home and chemical or pesticide poisoning.
- There is a lot of material to be covered in this section, and you can decide how best to address it or choose which issues are to be focused on. Perhaps there are problems in your school with alcohol or smoking, so concentrate on those issues. Invite a guest speaker from the SDA Church or Health Education Unit of the Health Department to talk about the effects and dangers of smoking and alcohol.
- Invite someone from the Health Department or Mapusaga o Aiga to talk about the different forms of abuse. Ask for posters and other resources.
- It is a good idea to use someone else in your school or another organisation who knows these topics if you are not confident enough to teach these yourself. These issues need sensitivity and wisdom in discussion. You may wish to use the activity on safe sharing when discussing some of these issues.
- As part of this curriculum, you can start up a students' 'watch' of interested teachers to keep an eye on any students who are involved in any unlawful activities.

Year 9

Unit 2: Active Human Movement



Figure 9.2.1 Athlete running with a ball

Fundamentals Of Motor Skills

a) Define motor skill and its relationship to movement

What are motor skills?

Motor skills are a series of reasonably complex physical movements that are learnt over a period of time and which involve co-ordination of body movements in order to complete a task competently.

Bryant Cratty gives the following characteristics of motor movement:

‘The characteristic of a skilful movement or motor skill is that at least a minimum amount of practice has preceded the execution of the movement, that some rehearsal is needed before the task can be performed. A motor skill is one which is, to the individual performing it, a reasonably complex or difficult undertaking, rather than a simple movement which could be performed well with no previous exposure or by practising it only once.’

In team sports (e.g. netball, rugby, soccer) and individual sports (e.g. athletics, tennis, golf, swimming) there are simple and complex movement skills involving the muscular system.

Types of motor skill movements

- **Locomotor** movements that carry the body from one place to another, e.g. walking, running, skipping, hopping, jumping, etc.
- **Non-locomotor** movements that are performed over a stationary place, e.g. bending, twisting, standing, turning, swinging, swaying, rocking, etc.

All movement requires students to prepare their bodies through a series of warm-up exercises before any activity and to warm-down at the completion of physical activity.

A warm-up and warm-down should each take about 5 minutes.

Example

For a 40 minute lesson when introducing catching and throwing: a warm-up of five minutes limbering activity running on the spot, followed by standing still and rotating arms, stretching and strengthening activities. At the end of lesson, a similar activity but at a gentler pace.

Begin by teaching the simple basic skill and progressing to the complex.

Activity 1: Throwing and catching a ball

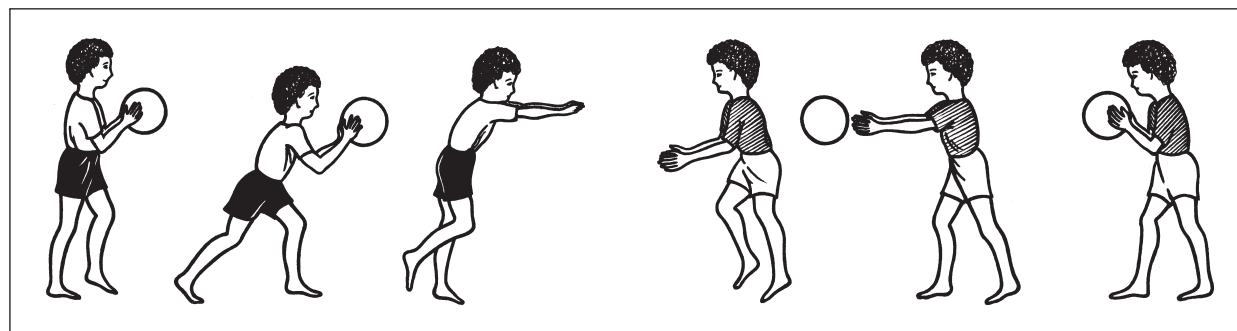


Figure 9.2.2a&b Throwing and catching a large ball

- 1 What are the components of throwing and catching a ball? Analyse movement.

Throwing

- hands together and in front of body
- fingers flexed and spread around ball
- thumbs behind ball with elbows slightly out
- one foot forward, other back and balanced
- push ball forward with fingers flicking
- follow through with straight arms.

Catching

- feet apart and balanced (shoulder width apart, one forward other back)
- head in steady position and aligned
- reach forward to receive ball into hands
- as ball is caught give with hands
- practise skill in pairs or groups.

- 2 Analyse and discuss the following. Students to demonstrate walking and explain the parts of their bodies that are used:
 - a Are these movements similar to those of a year old baby?
 - b Does a teenager walk the same way?
 - c Does an adult have a special way of walking?
 - d Do older people have a special way of walking?
 - e What are the most efficient ways of walking?
 - f Are there any problems with incorrect walking movements?
- 3 Students are to perform the following:

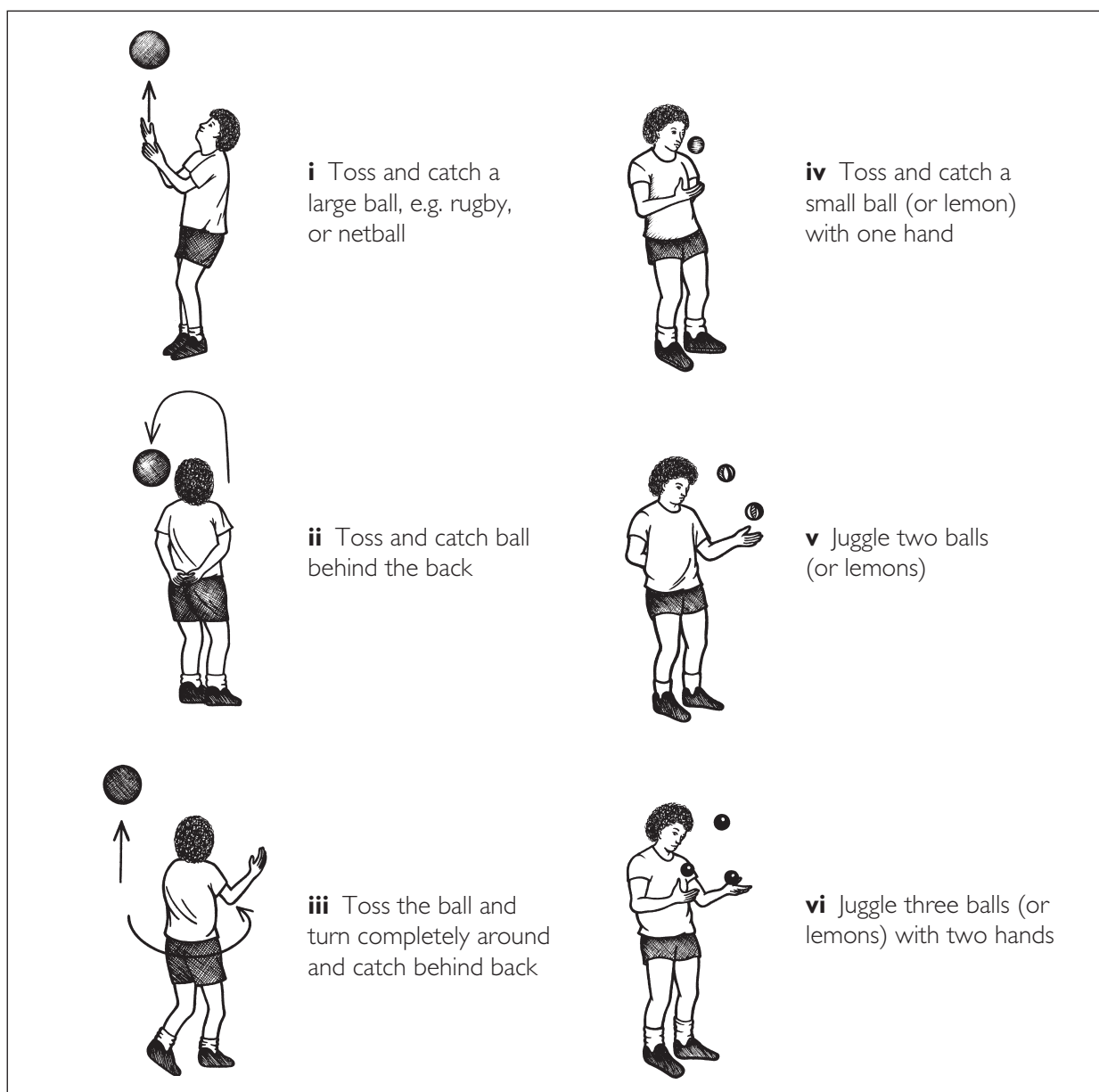


Figure 9.2.3 Ball handling skills

- a Classify movements which are skilful and which are simple.
- b Which movements can be performed without previous practice?
- c How would the last activity in each column be taught?
- 4 List the skills practised in catching a ball.
- 5 Make up a definition of motor skills in own words.

b) Importance of regular physical activity

What are the effects of exercise on the body?

Immediate effects

When you are exercising the heart needs to beat faster in order to pump blood to the muscles of the body, which need more oxygen. Breathing becomes deeper so that more oxygen is taken into the body. Body temperature rises as a result of extra blood flowing through the muscles. With regular vigorous exercise the heart, which is a muscle, becomes stronger resulting in greater stroke volume.

Long term effects

Exercise will improve the overall health of the body. Some long term effects are:

- improved posture and appearance
- improved feeling of self-esteem
- more efficient heart and lung capacity
- improved muscle strength and endurance
- easier maintenance of weight control
- quicker recovery from physical activity and stress
- Pacific Islanders have a high obesity and diabetes rate. Regular exercise will help lower this rate.

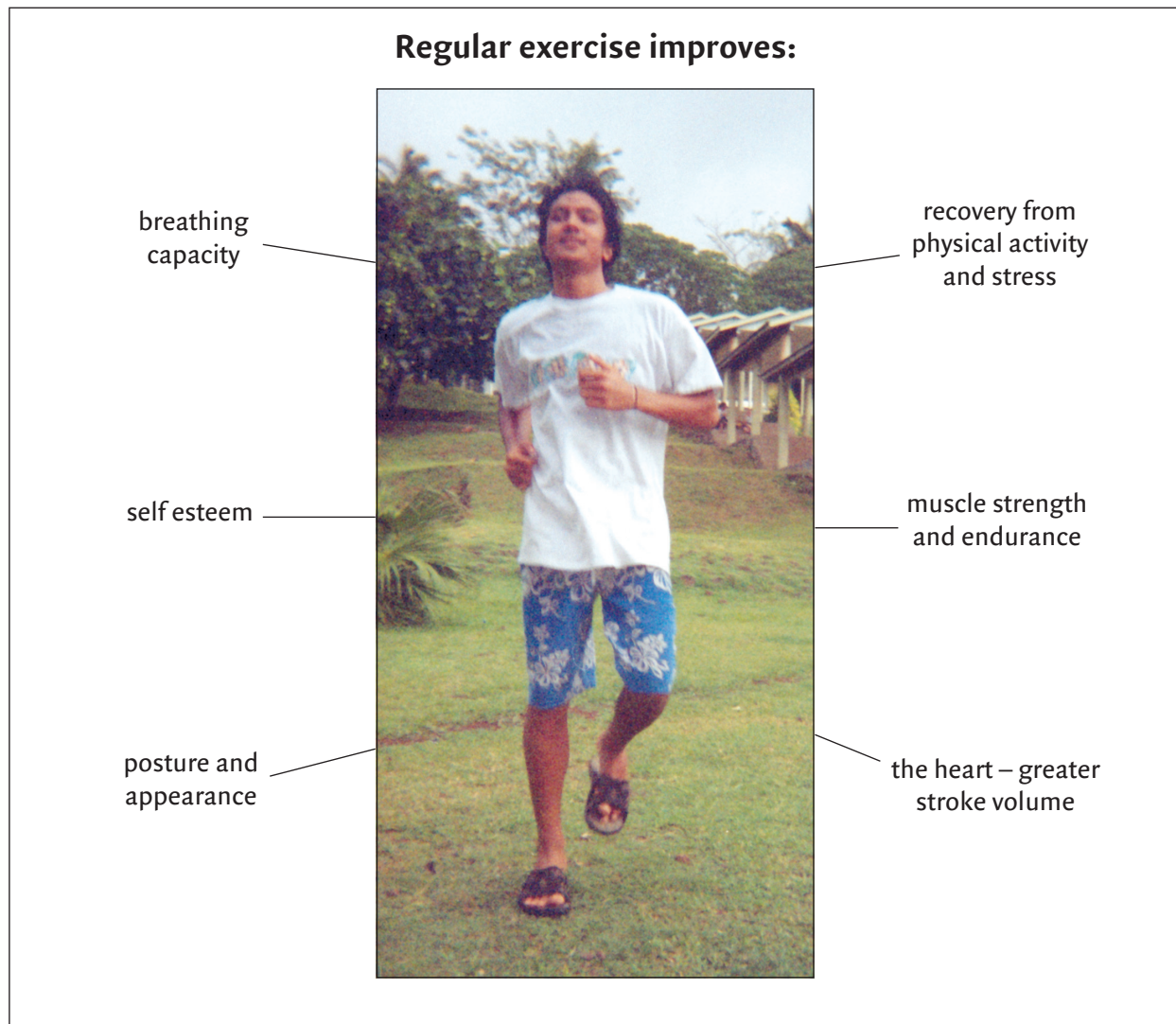


Figure 9.2.4 Effects of regular exercise on the body

Activity 2: Complete test for personal physical fitness level

Cardiovascular endurance

- Time how long it takes to complete a 1.6 kilometre run or eight laps of a 200 metre track.

Muscular endurance

- Count how many sit ups in one minute – knees bent, arms stretched forward to touch knees.
- Count how many push ups in 30 seconds.

Muscle strength

- Standing jump – use both feet to take off and land. Measure jump from take-off line to back of the heel closest to starting line.

Flexibility

- Sit and reach – use a box with a ruler attached, sit with legs straight and feet against box, hands together and reach as far as possible, hold this position for 3 seconds and then relax.

Speed

- 50 meter sprint – time run over a 50 meter track.

Enter results on a chart

c) Progressively acquiring a series of motor skills

Learning motor skills

A motor skill can be divided into a sequence of movements that progress from the simple to the complex. There are three basic stages of learning motor skills. These are receiving information, practising the activity and performing the action automatically.

Stage 1. Cognitive

This means learning or gaining knowledge and is related to the mental processes. At this stage the information about how the skill is performed is taught through demonstrations, videos or performances.

Stage 2. Associative

At this stage the skill that has been taught is practised till it is learnt totally. That is, the movement becomes familiar.

Stage 3. Autonomous

This is the automatic execution of the skill. The activity is performed unconsciously without rehearsing the sequence.

Motor programmes and sub-routines.

Motor programmes, also known as *executive programmes*, are the total action or movement performance. Sub-routines are the parts which when combined produce the motor or executive programme, e.g. a chest pass in netball or basketball.

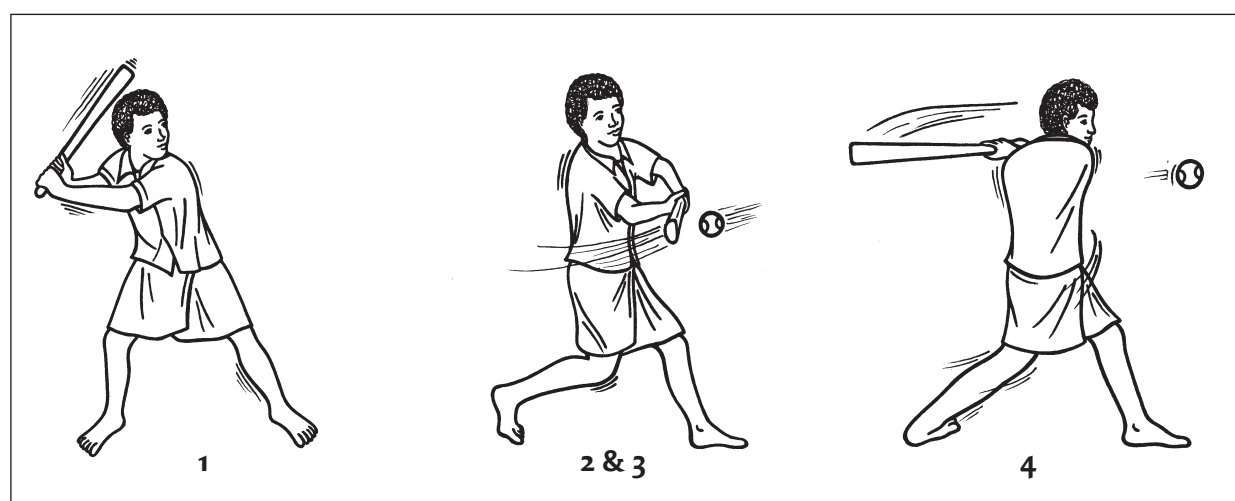


Figure 9.2.5 Motor programmes – Batting

- 1 Ready position and grip
- 2 Step – one foot forward, elbows up
- 3 Push – both hands straight in front, fingers straight forward, ball slightly in front
- 4 Follow through – arms straight and fingers pointing

Sub-routines Ready position → Grip → Step → Push → Follow through

Activity 3: Motor programmes and sub-routines

- 1 Choose one of the sports or activities from the categories and
 - a describe the executive action related to that sport
 - b describe the sub-routines.
- 2 Select activities from any of the categories, e.g. fa'aSāmoa category, or sasa – and work through the progressive stages in the learning of the movements.

Components Of Fitness

a) Define components of fitness

What is fitness?

To be physically fit is to have enough energy and strength to meet the daily demands of work, play and recreation, and be able to cope with emergency situations without undue stress and with least effort.

A person who is physically fit is mentally, physically, socially, emotionally and spiritually efficient. That is, they are able to cope with the daily demands of life and its emergencies more competently.

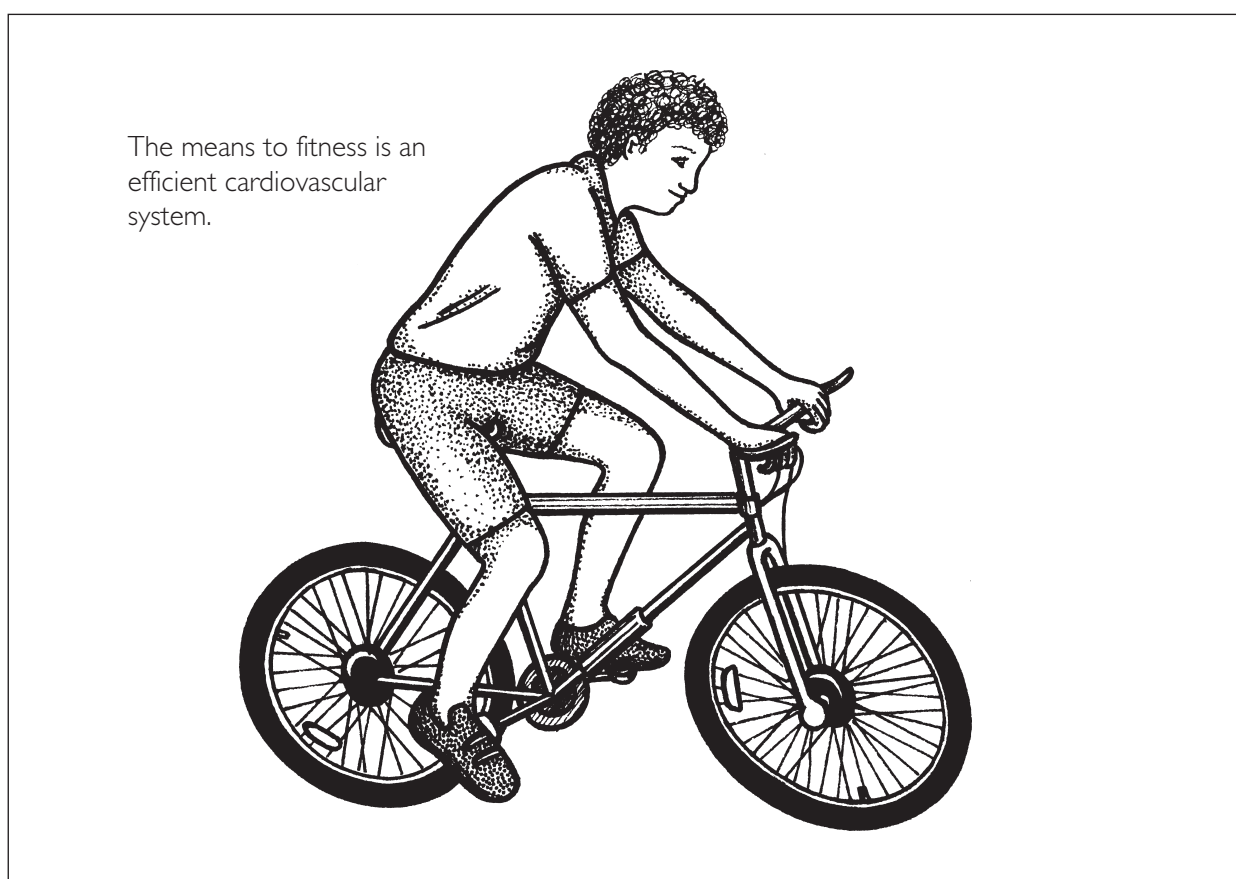


Figure 9.2.6 Cycling for fitness

Benefits of exercise

- 1 keeps the body in good shape
- 2 improves posture and physical appearance and slows the ageing process
- 3 controls and maintains weight
- 4 improves cardiovascular efficiency. That is, the heart, lungs and blood vessels
- 5 improves recovery rate of the body from strenuous activity.

Components of fitness

There are two basic classifications of fitness: **health related** and **motor related**.

Health Related Fitness

- 1 Muscular strength is the ability of the muscles to exert force, e.g. lifting a heavy weight.
- 2 Muscular power: The ability to use strength quickly to produce an explosive effort, e.g. putting the shot.
- 3 Muscular endurance: The ability of the muscles to keep working for long periods of time, at about 60% maximum intensity, e.g. mountain climbing.
- 4 Cardiovascular efficiency: The foundation of fitness. This is the ability of the body to perform tasks for a long period of time using the aerobic (with oxygen) energy system. This requires cardiorespiratory (heart/lungs) efficiency in delivering oxygen to the working muscles, e.g. running long distances, cycling or swimming.



Figure 9.2.7 Lifting a heavy weight

- 5 **Flexibility:** is the ability to stretch a muscle or ligament so that the joint moves freely, e.g. doing the splits.



Figure 9.2.8 Someone doing the splits

Motor Skill Related Fitness

- 1 **Speed:** the ability of the body to perform a movement quickly, e.g. sprinting.
- 2 **Agility:** is the ability to change direction quickly with speed and control, e.g. dodging or turning around a defender in basketball.
- 3 **Balance:** is the ability to control the body in an upright position while moving or standing still.
- 4 **Co-ordination:** is the interaction between the senses, together with parts of the body, to achieve efficient controlled movements.
- 5 **Reaction time:** is the amount of time it takes to start a physical response to a stimulus.
- 6 **Power:** is the combination of strength and speed. It is the ability to apply maximum force very quickly.

b) Explain the importance of Static and Dynamic stretching prior to physical activity

Warm-up

It is important before beginning any physical activity to start with a warm-up.

Purpose of warm-up

- to prepare the body for the activity to follow
- helps prevent injury by raising the temperature in the muscles and increasing the circulation around the joints
- increases oxygen delivery to the muscles so that it is available for more vigorous activity
- helps muscles to contract faster and stronger
- improves coordination
- improves the cardiovascular efficiency.

Things to consider

- 1 Make the warm-up session fun.
- 2 Begin with easy limbering activity and build up to specific ones, e.g. walking, gently jogging, side stepping, leg lifts, etc.
- 3 Use DYNAMIC stretching of major muscle groups that are specific to activity, e.g. if concentration is on throwing, make sure that the muscles of the upper body are well stretched.
- 4 Use STATIC (not moving) stretches and hold for approximately 10 seconds.

Static stretches

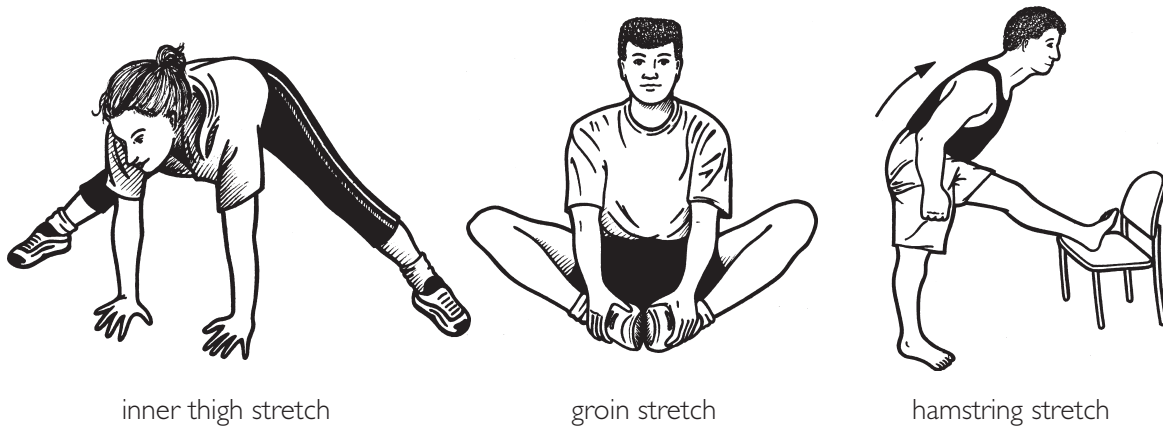


Figure 9.2.9 Static stretches

Warm-down

After every physical activity a warm-down should follow.

Why?

- Decreases the body temperature and heart rate.
- Helps remove the lactic acid buildup in the muscles (the lactic acid causes muscle soreness). Muscles need to be stretched out after contracting continually during the session.
- Helps relaxation.

Things to consider:

- 1 Begin with slow gentle activities.
- 2 Use exercises that:
 - decrease the heart rate and temperature slowly
 - are low intensity – similar to warm-up but less intense
 - are low impact – gentle movements that do not stress the joints
 - lengthen muscles and encourage movement.
- 3 Stretch major muscle groups.
- 4 Stretches should be STATIC (not moving), be HELD (for approximately 10 seconds) and do not HURT (tension, not pain).
- 5 Should last five minutes – with relaxation.

Activity 4: Fitness components

- 1 Fitness test your class, using the Year 9 fitness test battery.
- 2 Start a daily fitness program for your class and school.

Basic Anatomy Of The Human Body

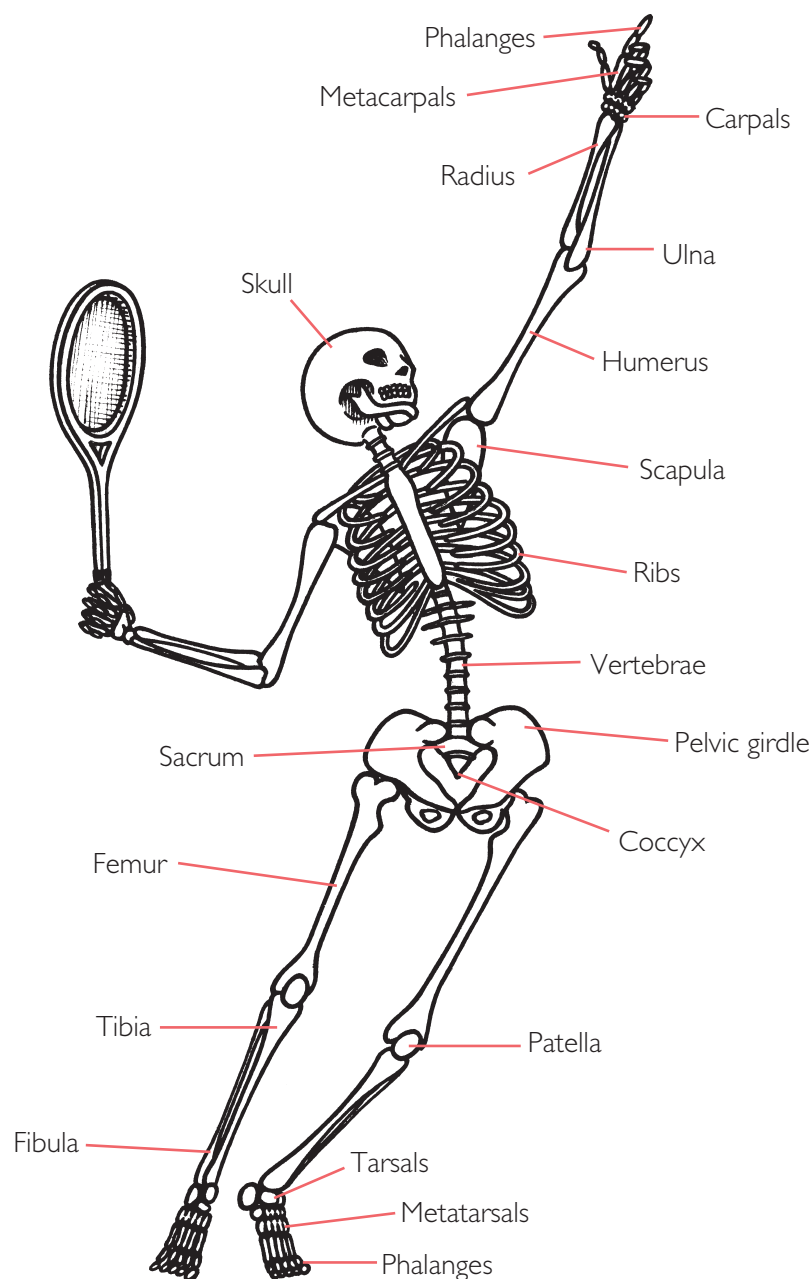


Figure 9.2.10 Human skeleton in motion

a) Define study of the anatomy and its relevance to movement

Physical Education is learning through human movement.

This section examines the anatomy of the body and how it moves.

b) Identify the various bones and joints of the skeletal structure

The skeleton

Functions of the skeleton

The skeleton has about 206 bones. The main functions are to:

- ➊ provide shape and structure
- ➋ support and protect the internal organs and tissues of the body
- ➌ provide a base for the attachment of muscles and the bones as levers
- ➍ produce blood cells
- ➎ store calcium and phosphorous.

The first three functions are important in movement.

Structure of the skeleton

The skeleton is divided into two main groups:

- ➊ the axial skeleton
- ➋ the appendicular skeleton.

Axial skeleton

The **axial skeleton**, consists of the skull, the spine and the rib cage (thorax), and forms the basic structure of the skeleton.

- 1 **The skull** or cranium consists of eight bones fused together, while the face has fourteen bones with some that are fused and others like the lower jaw (mandible) are movable.

- 2 **The spine**

Almost all movements involve the spine in one way or another.

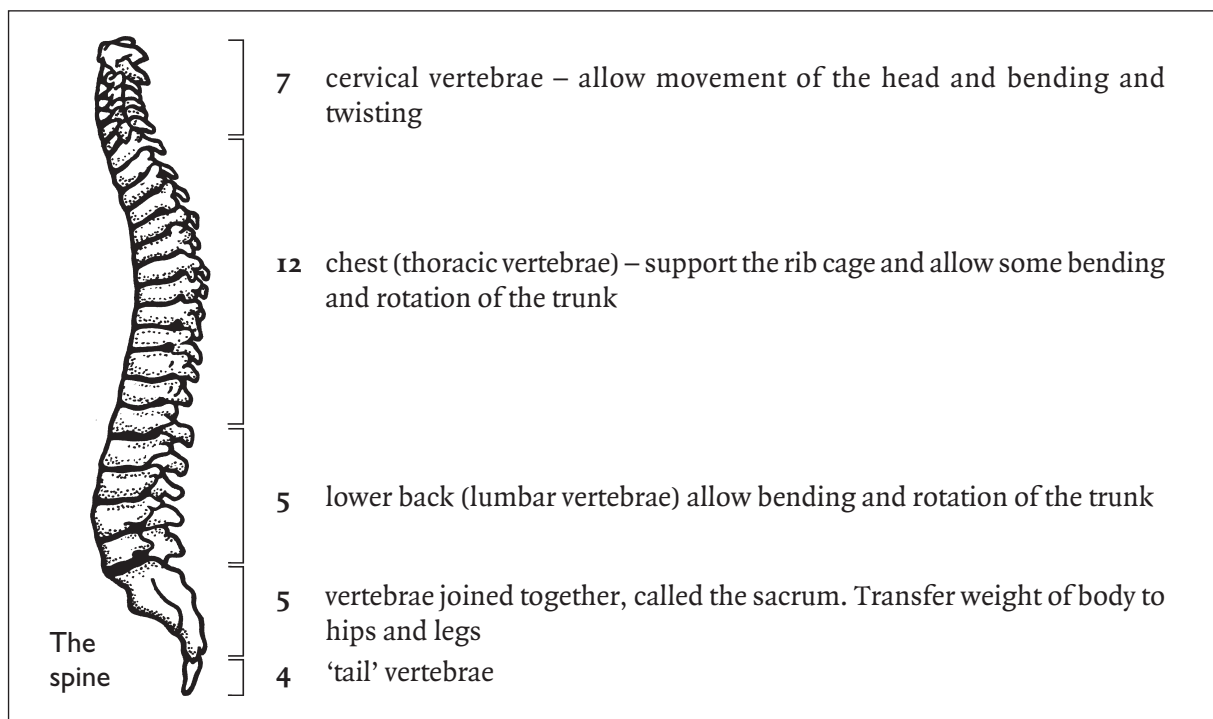


Figure 9.2.11 The spine

The vertebral column:

- ➊ protects the spinal cord
 - ➋ absorbs any shocks transmitted to the body
 - ➌ increases the range of trunk movement.
- 3 **The thorax** consists of twelve pairs of ribs, which join the thoracic vertebrae.

Appendicular skeleton

The *appendicular skeleton* consists of the limbs joined at the pelvis and shoulders.

- 1 **The shoulder** consists of the **clavicle** (collar bone) and the **scapula** (shoulder blade).
- 2 **The arm** consists of the **humerus**, the **ulna** and the **radius**.
- 3 **The wrist.** The ulna and the radius join two rows of four **carpal** bones at the wrist.
- 4 **The hand** consists of five **metacarpal** bones, which join with the **phalanges** of the thumb and fingers.
- 5 **The leg** consists of the **femur**, which is the longest, heaviest and strongest bone in the body. The femur fits into a socket (the acetabulum) in the pelvis and, at the other end, joins the **tibia** to form the knee joint. The **patella** in front, protects this joint. The **fibula** acts as a support to the ankle and to the muscles of the lower leg.
- 6 **The foot** is made up of seven **tarsals** and five **metatarsals** which support the body weight. The fourteen phalanges are smaller than the hand.

Types of bones

- 1 Long bones, such as the humerus, tibia, radius and phalanges.
- 2 Short bones, e.g. carpals and tarsals.
- 3 Flat bones, like the skull, ribs, pelvis and shoulder blades. Flat bones give protection to the internal organs, or provide an attachment for the large muscles.
- 4 Irregular bones, such as the face and the vertebrae.

Composition

Bone is the substance which provides the body with a firm framework. It is made up of a mixture of salts and proteins. The salts (mainly calcium) provide strength and rigidity while the fibres and protein give elasticity.

Cartilage

There are three types of cartilage:

- hyaline
- fibrous
- elastic.

Function of cartilage

- to provide a framework for the bones and joints (in the unborn child)
- to act as a lining between bones
- to function as a shock absorber
- to provide some structural shape, for example the nose.

Activity 5: The skeleton

- 1 Draw an outline of a body on newsprint and get the class to name as many parts of the skeleton as possible.
- 2 Make up questions about the skeleton that the class can answer.
- 3 Discuss the danger of injuries to the spine during sport, or when someone pulls a chair away from people as they are about to sit down.
- 4 What is cartilage?
 - a What is its function?
 - b List one example of cartilage.
- 5 What type of joint is the knee joint?
- 6 Why is the knee joint easily injured?

The Muscles

c) Understanding the structure and function of muscles

The muscles in a human body contribute approximately 50% of total body weight. Muscles produce movement by pulling bones in different directions, depending on the type of joint.

- All muscles are attached to bones, at either end, by tendons.
- Muscles work singly or in groups on joints to produce movement.
- They work singly or in pairs. While one muscle contracts against a bone, another relaxes and extends. The muscle that causes the movement is the **agonist**, and muscle that is relaxing is the **antagonist**. The purpose of the agonist and antagonist movement is to provide control of movement in opposite directions about a joint.
- There are over 600 muscles in the body.

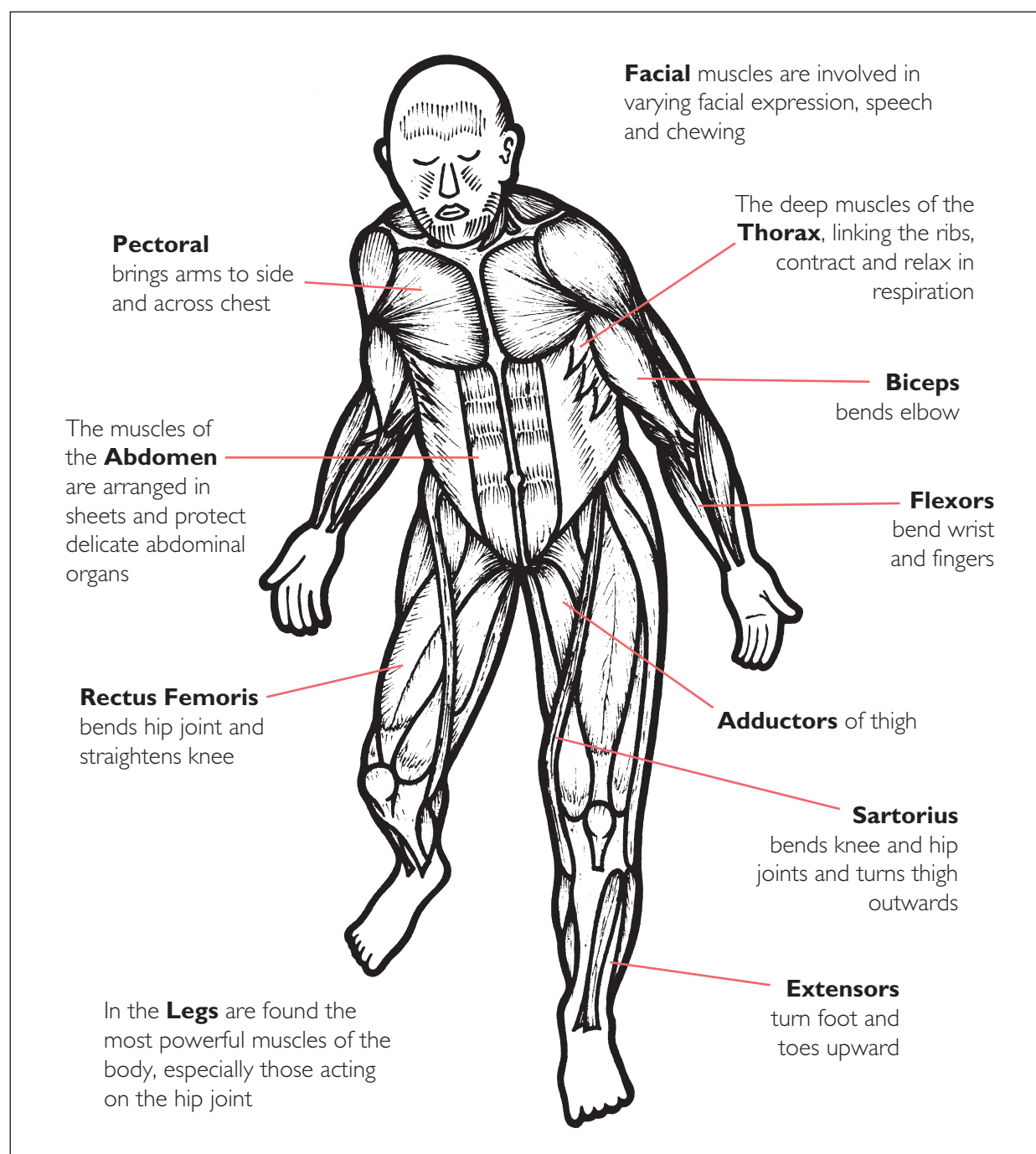


Figure 9.2.12 Skeletal muscles – front view

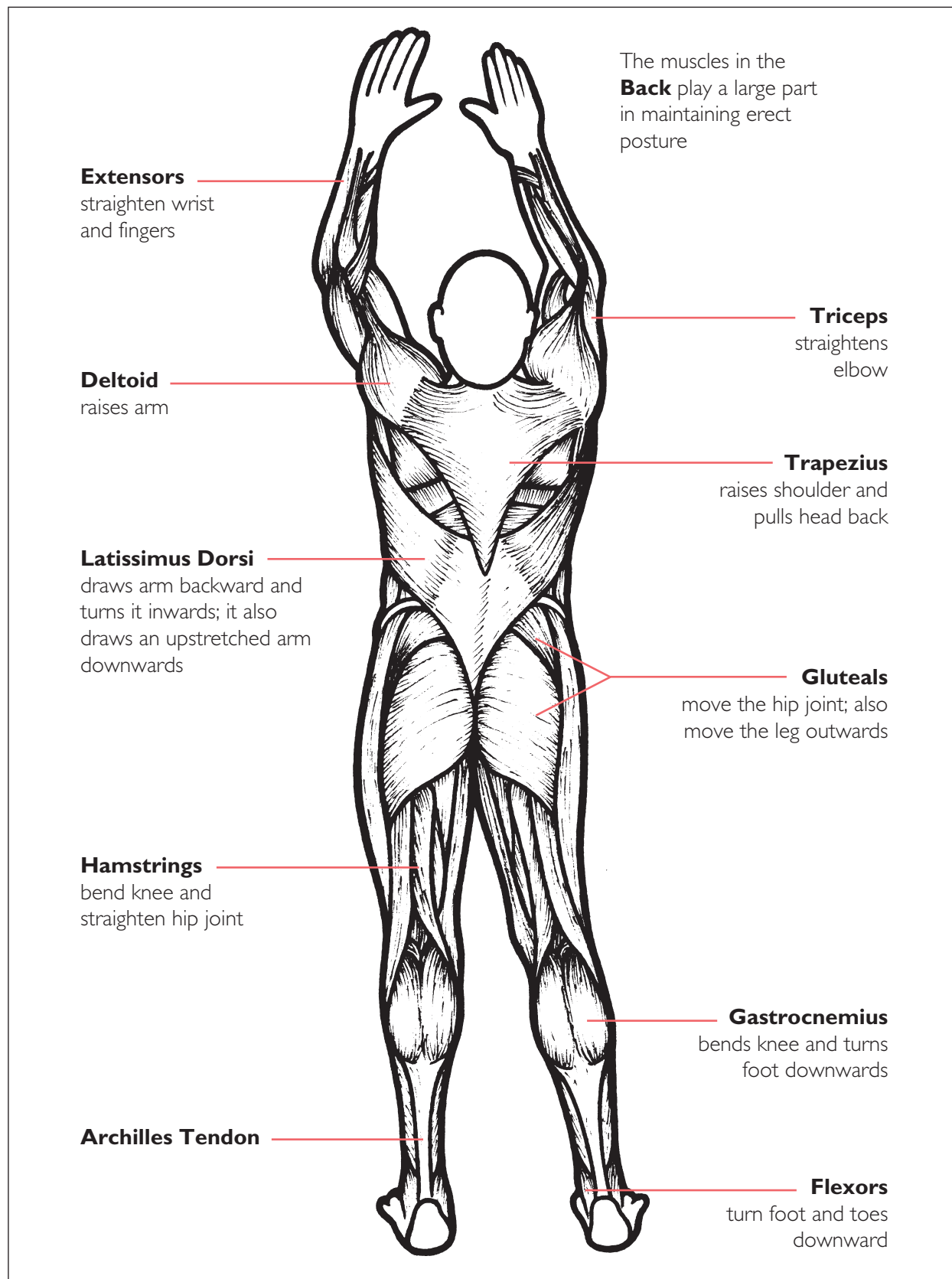


Figure 9.2.13 The skeletal muscles – back view

Classifications of muscle

Muscles of the body are like a machine, allowing it to move and carry out work. They respond to a stimulus, which is either *voluntary* or *involuntary*. For a muscle to contract, a message is sent through an impulse from the brain via the nervous system.

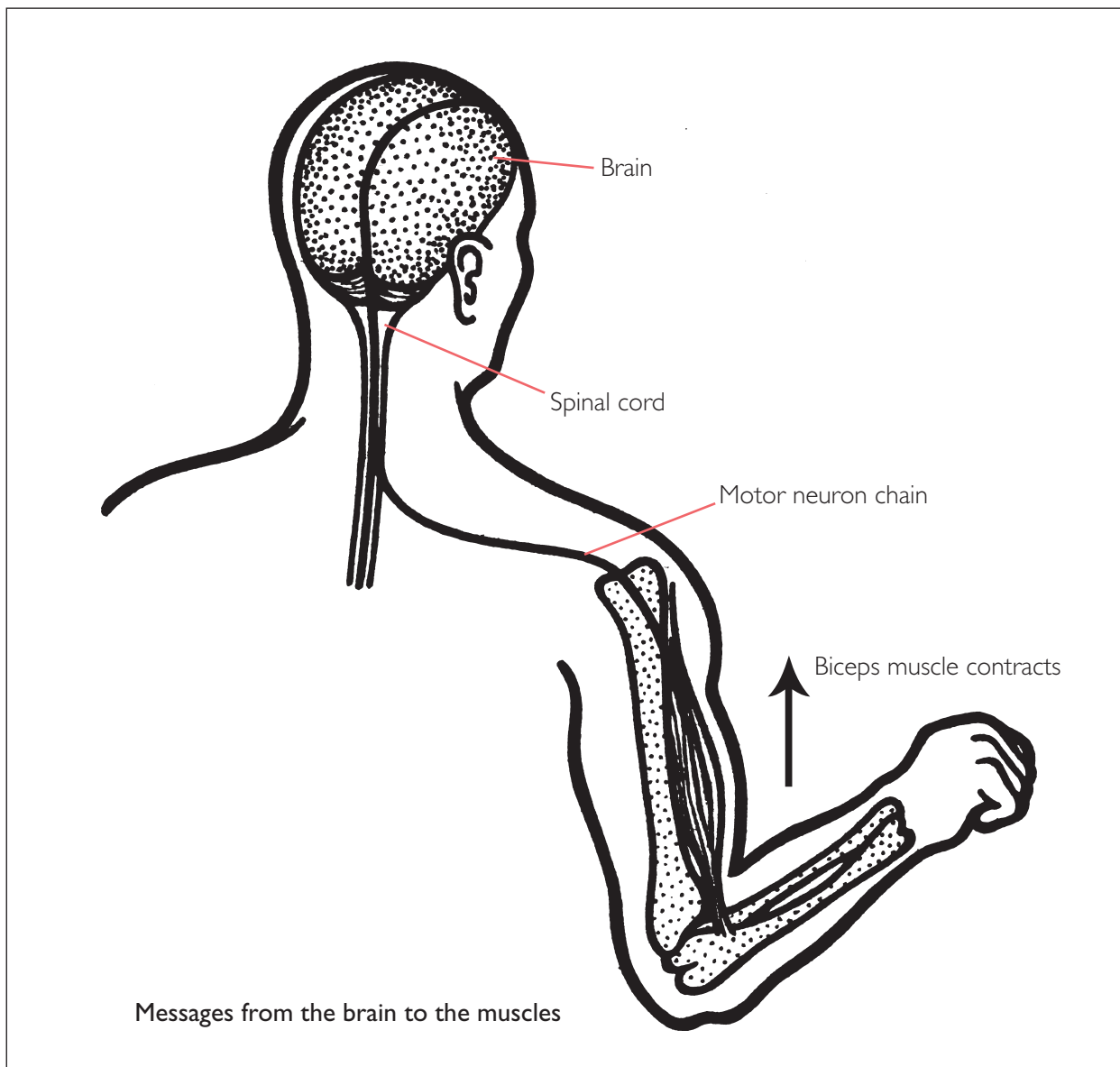


Figure 9.2.14 The neuron chain

Main types of muscles

- 1 **Smooth muscle**, such as that found in the blood vessels and wall of intestine. They are usually internal, involuntary and made up of spindle-shaped cells.
- 2 **Cardiac muscle** is muscle found only in the wall of the heart.
This is an involuntary muscle whose branched fibres give it a striped appearance.
- 3 **Striped, striated or skeletal muscle**. These are external muscles, e.g. deltoid, quadriceps and biceps.

Main features of muscles

- 1 Are controlled by nerve stimuli.
- 2 Can contract, or shorten – **contractility**.
- 3 Can stretch with the use of force – **extensibility**.
- 4 Can return to their original size and shape after being stretched or contracted. This is called **elasticity**.
- 5 Will **atrophy** (shrink in size) if not exercised and supplied with enough blood.
- 6 Will **hypertrophy** (increase in size) in response to increased work.
- 7 Are fed from the circulatory system by capillaries (small blood vessels) that penetrate the fibres.

Activity 6: Muscles

- 1 Describe the structure of a muscle.
- 2 Describe the three types of muscles to be found in the body.
- 3 Give examples of the function of each muscle type.
- 4 Explain the roles of the agonist and the antagonist in muscle movement.
- 5 If someone threw a netball at head height and you caught it, which muscle stopped the ball and what sort of contraction is this muscle going through?

d) Define the role of ligaments and tendons**Ligaments**

A ligament is a collection of strong white fibres, such as the cruciate ligaments of the knee, that fit together compactly to form a band or cord.

The function of ligaments is to:

- hold bony structures together and to withstand tension
- hold joints in place
- control movement and stability of the joint.

Tendons

The muscle is attached to the bone at each end by bands of strong white fibrous tissue called tendons.

The function of tendons is to:

- attach muscle to bone
- concentrate applied force in a small area
- enable muscles to act from a distance, for example, flexion or bending of fingers.

e) Identify the various body organs required for movement and physical activity, e.g. Heart**The Cardiorespiratory System**

The cardiorespiratory system is made up of:

- the heart (cardio)
- blood vessels (vascular)
- blood
- lungs.

It is the transportation network system of the body. Air (approximately 21% oxygen) is inspired into the lungs when we breathe in, and oxygen is then diffused from the lungs into the blood stream. The heart acts as a muscular pump which circulates the blood to all tissue and organ systems of the body.

The Heart

The heart is a muscle, known as the cardiac muscle. In an adult, its size is approximately the size of a closed fist. It weighs about 250–300 grams and is located slightly to the left of the sternum midline, in between the lungs. The heart has its own blood supply. The coronary arteries supply the heart muscle with oxygen and nutrients and remove carbon dioxide and wastes. The heart is divided into right and left sides. The right side receives deoxygenated blood from the body and pumps it to the lungs to obtain oxygen and remove carbon dioxide. The left side receives oxygenated blood from the lungs and pumps it out to the body. Each side is divided into upper and lower chambers – atria to receive blood, and ventricles to pump blood from the heart.

The heart beats continuously, by alternating contraction (systole) and relaxation (diastole) phases. During contractions the atria contract first, followed by the ventricles, pumping blood to the lungs and body. The heart muscle then relaxes to allow blood to fill the atria in preparation for the next contraction.

The Blood Vessels

Arteries carry blood from the heart to the tissues. Large arteries leave the heart and divide into microscopic vessels called capillaries. Here the oxygen and nutrients are exchanged between the blood and the body tissues.

The blood continues back to the heart via the veins.

The Blood

The blood is composed of:

- plasma – the watery component containing protein, electrolytes, nutrients and gases
- red blood cells – (Erythrocytes) contain haemoglobin, a pigment which transports oxygen and carbon dioxide
- white blood cells – fight microbes and toxins
- platelets – prevent fluid loss through clotting.

The Respiratory System

The respiratory system consists of the air passages and the lungs. Its function is to provide oxygen to the blood through inspiration (breathing in) and to remove end products, namely carbon dioxide and water through expiration (breathing out). The action of inspiration and expiration is dependent on the diaphragm below the lungs.

The normal heart rate of an individual is 72–80 beats per minute (BPM).

Activity 7: Cardiorespiratory system

- 1 Identify muscle groups that are used when performing static and dynamic stretching.
- 2 On a blank diagram of a respiratory system label the diagram with the correct terms.
- 3 Demonstrate how to take the heart rate.
- 4 Record resting heart rate. After an activity, retest heart rate to show the change in beat.
- 5 Discuss the effects of exercise on the heart beat.

Codes Of Conduct And Regulations For Behaviour

NOTE TO TEACHERS

Emphasis in this section should be on the importance of obeying rules and regulations, e.g. being disciplined and behaving according to rules and instructions laid down.

Discuss with students what would happen if there were no rules in sport. What are the advantages and disadvantages of codes of conduct and regulations?

Activity 8: Select a game you're familiar with

- 1 Review the rules of the game and explain the importance of co-operating together in playing the game.
- 2 What are the codes of behaviour in this game?
- 3 What are the roles of the umpire?
- 4 How can questions regarding rules be addressed?
- 5 How are scores kept in the game?
- 6 Is there a dress code in this game?

Activity 9: Support

- 1 Discuss the importance of supporting (tapuaiga) of fellow students at school sports competitions.
- 2 Discuss the tapuaiga of Sāmoa for its sports teams or athletes when they play international competitions.
- 3 What kind of support is given, e.g. blessings given by the Government, before teams leave the country, special church services by community or families, etc?

Year 9

Unit 3: Active Interpersonal Family Health

Personal Relationships

NOTE TO TEACHERS

The first aim of this unit is to help students understand about their own personal relationships within their families. You must help the students explore how they relate to their parents and their siblings and other family members. You can give them activities or exercises to carry out to extend their understanding on what makes a relationship work, what causes problems in relating to others, why does it work, why doesn't it?

RESOURCES

You may find the sections on 'Caring for the Family' in the Food and Textile Technology Student Text Books for Year 9, Year 10 and Year 11 helpful. Also look up the Food and Textiles IST Module 3: I Belong to a Family. Your school should have copies of these books.

a) Define and discuss what is meant by interpersonal family health

Interpersonal family health refers to the relationships between people, between one person and another and how healthy a family is in relation to the way its members react and respond to each other. In Sāmoan you may say 'o le lelei o le va nonofo poo le va fealoaloi o tagata i totonu o se aiga'. A family that has good interpersonal health is one where there is good communication amongst family members, parents and children talk to each other, siblings get on and are not fighting all the time, there is peace and harmony in the home and people in that family are happy.

- Have the students discuss their own definitions of what they think interpersonal family health is, keeping in mind the definition of health as Soifua Mālōlōina which is given in the Introduction and also in the Curriculum Statement.

b) Discuss the differences in parent/child relationships in a nuclear family model compared to an extended family model

Nuclear Family Model

The nuclear family consists of a father, mother and their children only. This type of family is more common in urban areas like Apia because both parents are usually working and there are no other older family members available to look after children in the holidays or after school.

Extended Family Model

An extended family usually consists of several generations living together, sharing food, shelter, culture, religion and so on. It usually includes a basic nuclear family together with grandparents or other relatives like uncles, aunts, cousins, nephews and nieces. This type of family is common in villages where the culture is still strong. People work together to maintain and develop the family and village life for future generations. There are also extended families in the urban areas where people have migrated looking for jobs or better education.

Activity 1: Parent/child relationships

- 1 Let the students decide what type of family model they belong to. Have the students discuss the advantages and disadvantages of both models. Have them identify any other family models they see in their families or village.
- 2 Discuss the differences in the parent/child relationships in the nuclear compared to the extended family relationship. Make sure that from the discussion the students understand that it doesn't matter what type of family set up they have in their own homes, but that what is important for a healthy family is to have good open communication between parents and their children.
- 3 Maybe you can discuss some of the ways parent/child communication can be improved if students bring this up as a negative issue in their homes, or if they point out that there is a lack of parent/child communication in the home. In Sāmoa, it is often said that 'parents tell children what to do but do not allow them to have a say' – perhaps you can discuss whether there is any truth to this statement with your class.
- 4 Remember to use guidelines as outlined in the 'Sharing in a Safe Environment Activity' in Unit 1 for these type of sensitive discussions.

c) Discuss the value of extended family links

d) Identify the students' role and duties in their family network

e) Explain how the expected duties they must carry out before and after school contribute to the proper functioning of the family

Activity 2: Expected roles

- 1 For the above three Achievement Objectives you may wish to give your students an assignment to write a report on their roles and duties in their family or at home. Have them explain the value of extended family links, the importance of everyone in the family doing their share so that the family is maintained and continues to function as a unit. Have the students comment on what would happen to the family as a whole if they didn't do the chores and duties expected of them. Does it matter? Why do their parents get angry and tell them off? Is it just because they disobeyed, or is there a more important reason for their anger.
- 2 In order for children to have good self esteem and a sense of belonging, and having positive feelings of self worth, they need to recognize that what they do is important. They need to believe that what they contribute by being a member of a family has value. It is therefore very important that you emphasize in your discussions of their role and their chores in the family that these are important in maintaining and fulfilling the function of the family. If they don't do their part, there is a part missing and that will eventually have an impact on the breakdown of family unity and family health. In Sāmoa, it is common that parents do not praise or give encouraging words to their children – 'e nana le alofa'. However, we can help students see the value of their role in the family. We must help them understand that even though their parents may not tell them they are appreciated directly, it is shown in their overall actions and in the way they talk about them to others in the family. It is also shown in the words of our culture – *o au o matua fanau, o tamaiti o le lumanai manuia lea o se aiga, nuu ma i tu malo*. It is seen at lotu a tamaiti and the way parents go out of their way to buy new clothes and get nice food for their children. Help the students see the less obvious ways in which Sāmoan parents or families show how valuable their children are to them.

f) Explore different ways of dealing with personal conflicts and hurts from a physical, emotional and spiritual viewpoint

Activity 3: Personal conflicts

- I You may wish to invite a **guest speaker** to talk to the students about ways of dealing with personal conflicts. Or you can have the students discuss the ways they are currently using to deal with their personal hurts and conflicts and discuss the value of the different methods. Remember to use established guidelines from the 'Safe Sharing Environment' activity for these types of discussions.

Respect For And Sensitivity Towards Others

NOTE TO TEACHERS

You may wish to carry out the SWOT analysis after you carry out the activities for achievement objectives b) c) & d). This will give the students more opportunity to think about the subject, discuss and understand more about respect and sensitivity before they analyse themselves.

a) Conduct a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis of self

A SWOT Analysis is a tool that can be used to evaluate a thing, e.g. a company, an organisation or a situation to find out how well (or not) it is doing in a specific area or aspect that is being analysed. The idea is to identify where you are at now, then look for ways to improve or turn around the situation to a more positive one. In this case students are asked to do a **SWOT** analysis of themselves to see how respectful or sensitive they are towards others.

Activity 4: SWOT

Have the students follow these instructions for carrying out a SWOT analysis of their respect and sensitivity towards others. Examples will be given to help them.

- ➊ Each student divide a piece of paper by drawing two lines, one down and one across the centre so you get four quarters.
- ➋ In the first quarter write Strengths, in the second Weaknesses and then Opportunities and Threats.
- ➌ Write down examples from their own lives that they think are strengths, weaknesses, threats and opportunities (see examples given).

Strengths are things that you are good at or positive things you do that show respect and sensitivity.

Weaknesses are things that you do that aren't respectful or do not promote respect.

Opportunities are things in your life that can be improved or used to improve your situation.

Threats are things in your life that can cause you to be disrespectful or insensitive to others or hold you back from improving.

- ➍ In pairs, discuss what you have written and decide how you could move the weaknesses across to be strengths, and threats to be opportunities.
- ➎ What is your own evaluation of your respect and sensitivity towards others?

Strengths <ul style="list-style-type: none"> ☛ I always say please and thank you ☛ I go to church every Sunday ☛ I like people and have friends from different cultures ☛ I say tulou when I walk in front of people 	Weaknesses <ul style="list-style-type: none"> ☛ Sometimes when I get angry I swear ☛ I don't like boys with long hair ☛ I don't like getting my hands dirty
Opportunities <ul style="list-style-type: none"> ☛ My grandparents are still alive and very good with the fa'aSāmoa ☛ There's a special needs student in our class 	Threats <ul style="list-style-type: none"> ☛ Most of my friends are rich ☛ The school I go to is very competitive ☛ Both my parents work and I don't talk with them much

b) Identify and define 'others'

c) Define the terms: others, respect, sensitivity and acceptance

Others

Others refers to people other than yourself. This means anyone else (or everybody else) that is not you or the person talking or doing something. So respect, sensitivity and acceptance of others is how you relate to other people.

Respect

Respect is admiration felt towards a person or thing that has good qualities or achievements; respect is shown through politeness, giving attention or giving consideration to that person. In Sāmoa, people are respected for their age, their traditional status in the Community or Government, e.g. The Head of State, Pastor or Matai, Prime Minister or for special achievements, e.g. Michael Jones, Brian Lima, David Tua, Rita Fatialofa are all well known and respected sports people. Teachers are respected by students for knowing their subject well.

Sensitivity

Sensitivity is being aware of how people feel or respond to a situation and you doing something about it so they don't feel bad or get hurt. For example, if you know you are going to have Seventh-Day Adventists coming to have lunch at your house you will not serve them pork for lunch because you know they don't eat pork. Another example could be that you have a friend whose father just passed away, and you go to see her and all you talk about is how you and your dad did this or you and your dad are going to the beach, and yet your friend is suffering because her father has just died. This is an example of being insensitive.

Acceptance

Acceptance is taking willingly or agreeing to something that is offered to you, or believing that something is true. When you accept others, you receive them or take them as they are. You don't make judgements but accept them for who and what they say they are (*le faitio pe faamasino ae talia le tagata ma talitonuina e moni lava ia ma mea e faimai ai*).

d) Describe respect from a palagi and fa'aSāmoa viewpoint

Activity 5: Respect

Have the students carry this out.

You have been asked to explain to a palagi visitor the different ideas of respect in Sāmoan society.

- 1 Fill in the following boxes to help explain your answer. Some Sāmoan words have been given and the first one done for you.

Sāmoan word for respect	Who is involved?	How can we see this?
1 Fa'aaloalo	Adults & children, one person talking to another or walking in front of others	<ul style="list-style-type: none"> • you do not talk standing up when someone is sitting down • you stoop • bend your back (fa'anounou) and say tulou when you walk in front of someone.
2 Ava 3 Migao 4 Any more?		

- 2 Have students divide into groups of three, with each person explaining one of the concepts of respect.
- 3 The students can now write up a description about each of the concepts of respect.
- 4 In a whole group discuss how respect is shown from the palagi point of view.
- 5 How do differing viewpoints affect the way we communicate with others?

e) Identify personal respect and acceptance levels of friends in school

f) Examine the lifestyle opportunities for students with special needs in your age group

Activity 6: Special needs students

- 1 Have the students brainstorm the characteristics that they respect or admire in their friends. Discuss whether it is important for them to have the same characteristics. How can they develop personal (their own) respect for their friends? Is it possible to be friends with someone you don't respect?
- 2 Have students write one or two paragraphs on the topic 'You have to be a friend to get friends'.
- 3 Have the students discuss in small groups the lifestyle opportunities that are available for special needs students in their age group. Identify any students they know with special needs. Explore ways they can help these students participate in the activities they enjoy doing.

NOTE TO TEACHERS

Showing respect for others is an important characteristic of Sāmoans. However, it is becoming difficult to maintain this sense of respect and sensitivity amongst students. One method of promoting being respectful to others that you may wish to establish in your school (with the approval and support of the principal and staff) is to have a special prize or prizes for the most respectful student(s) in each class or level during prizegiving. When we acknowledge and honour students for being respectful we give out the message that it is a positive and good thing to do. Perhaps you could write to different businesses or prominent people in Apia and find out who would be willing to sponsor these prizes.

Family Safety And Protection

NOTE TO TEACHERS

We will cover achievements a) and c) together as they are related. You may decide to discuss first the things that make people feel safe and secure in their home environment before discussing the factors that affect family safety in different situations.

a) Discuss factors affecting family safety in the following situations

- during school/work hours
- at night
- on holidays overseas
- individual family members on their own.

b) Describe the aspects of the home environment that makes them feel safe and secure

Activity 7: Safety

- 1 Have the students work in small groups or as a whole group to make a list of all the things (aspects) in their homes that make them feel safe and secure, e.g. locks on the door.
- 2 Have the students work in small groups and give each group one of the situations given in a) to work on. Write down all the factors that affect family safety in these situations.
- 3 Have the students think of a solution or a way of overcoming all the factors identified.
- 4 Have the groups share their findings with the others.

c) Identify potential situations in the home setting that can lead to any type of accident, e.g. burns, cuts, falls, poisoning, drowning, shooting

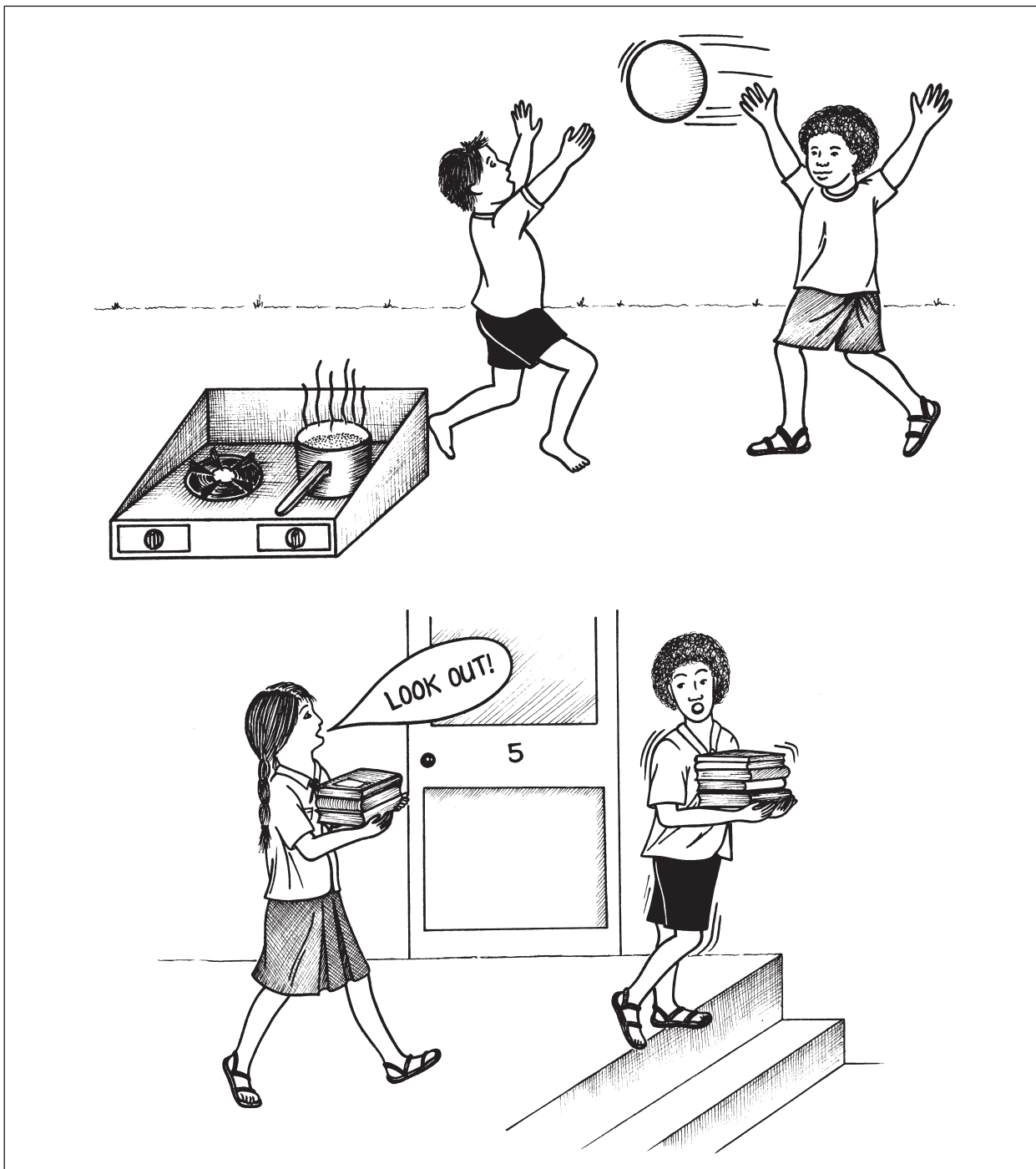


Figure 9.3.1 Accidents usually happen at home or at school when we do not think about the consequences of our actions

Activity 8: Accidents

- 1 Have the students study the pictures above and discuss the potential situations shown there.
- 2 Make a list of ways to prevent the accidents from happening.

d) Compare duties in the home environment to the school environment

Activity 9: Duties

- 1 Have students list duties carried out in urban areas compared to rural areas.
- 2 What are the similarities and the main differences?

e) Compile a list of alternative methods of discipline that students would prefer to hitting or sasa

Activity 10: Discipline

- 1 Students are to discuss as a group and write down what types of discipline they would prefer in place of hitting or sasa.
- 2 Make a list of the alternatives and give it to the Health and PE teacher or the principal of the school with a covering letter for the teachers to consider those alternatives to hitting.
- 3 Have the students work in small groups and look up in the Bible, in the book of Proverbs, what the Bible tells us about discipline, e.g. 'Train the child in the way he should go and when he is old he will not turn from it.' Proverbs 22:6

'Whoever loves discipline loves knowledge, but he who hates correction is stupid.'

Proverbs 12:1.

Look in a dictionary for the meanings of the words **train**, **discipline** and **correction**. What are the Sāmoan words for these English words? What type of training and discipline do you think the Bible is talking about? Why do many people in Sāmoa think that sasa is the only way to discipline? What better ways are there to discipline?

- 4 Teacher to obtain a copy of the Education Department's Policy on Discipline and discuss it with the students.

A Healthy Personal Environment

a) Define a healthy personal environment



Figure 9.3.2 A healthy personal environment begins in a home where there is love, trust and good interpersonal relationships

Activity 11: Healthy personal environment

- 1 Have the students work in pairs and discuss what they think a healthy personal environment is.
- 2 In pairs write their own definitions of what they think a healthy personal environment is.
- 3 Have the pairs share their definitions with the rest of the class.
- 4 Show the students the picture/diagram of a healthy personal environment. Does this picture reflect what is said in their definitions?

b) Identify a range of regular physical activities they can participate in to maintain good health

c) Discuss how students can create a healthy personal environment for special needs students

d) Identify sport and recreational activities for year 9 students at school, club, church, and village or community level

NOTE TO TEACHERS

You can combine achievement objective b) and d) for the sport and recreational activities. It is important for students to identify where sports and recreational activities are being practised so they can take part in those activities. It is also important that they understand the value of doing some physical activity, no matter what type, to be healthy.

For achievement objective c) it is suggested that the students work together on a class project to carry out this achievement objective. It is everyone's responsibility to make the environment at school or home 'user-friendly' for those people with special needs. Therefore the students will carry out an **audit** of the school environment, identifying areas that can be modified or improved for use by those with special needs.

Activity 12: Sport and recreational activities

- 1 Have the students identify, by making a list, all the physical activities (any type of sports and recreational activities) that teenagers can participate in to maintain good health.
- 2 Now have the students identify where these activities are available for them to take part in. Is it at school, in a club, at church, in the village or a specific community centre?
- 3 Have each student identify an activity they can participate in. Make sure that every student finds a physical activity that they can participate in.

Activity 13: Special needs healthy environment

- 1 Invite a guest speaker from any of the special needs schools to talk to the students about a healthy personal environment for a student with special needs. The schools are: Fia Malamalama at Alafua and Loto Taumafai at Motootua.
- 2 Have the students work in pairs or small groups of 3–4 each.
- 3 Divide the school compound (including the buildings and grounds) into the number of groups so that the whole school is covered. Give each pair/group a specific part of the compound to work on.

- 4 The students are to take an audit – an official examination of the physical environment at the school, and make recommendations on how it can be made ‘user-friendly’ for special needs students. They are to undertake two steps.
 - a Look at the physical environment as it is and record whether it needs improvements to make it user-friendly.
 - b Make recommendations as to the type of changes and improvements needed, e.g. building ramps for wheel chair access and footpaths; establishing gardens and growing shade trees.
- Have the students write up a report on their own section of the audit.
 - Each pair or group is to make a presentation to the rest of the class until everyone has had a turn.
 - Combine the written reports and hand in to the teacher.
 - If there are any special needs students in the school then a covering letter and the report of the audit can be given to the principal for consideration.

Year 9

Unit 4: Active Community Health

Personal Participation In Health Promotion

a) Identify the International and National Health Promotion Days

NOTE TO TEACHERS

The aim of these achievement objectives is to encourage the participation of students on a personal level and as members of the school in health promotion. There are specific international health promotion days that are celebrated nationally in Sāmoa and it is important that you know these days and dates and be involved with your students in health promotion. Following are some of the special days that have been declared as UN days. Not all of them are celebrated nationally in Sāmoa although there may be a few departments or organisations that celebrate them.

Health Promotion Days celebrated in Sāmoa are:

☛ New Year's Day	1st January
☛ Birthday of His Highness Susuga Malietoa Tanumafili II	4th January
☛ International Woman's Day	8th March
☛ World Health Day	7th April
☛ Good Friday and Easter	April
☛ ANZAC Day	25th April
☛ International Day of Families	15th May
☛ International Day of Biological Diversity	22nd May
☛ World No-Tobacco Day	31st May
☛ Sāmoa Independence Day	1st June
☛ World Environment Day	5th June
☛ World Population Day	11th July
☛ Sāmoa Labour Day	4th August
☛ International Day of Indigenous People (UN)	9th August
☛ International Youth Day	12th August
☛ International Literacy Day	8th September
☛ International Day of Peace	21st September
☛ International Day of Older Persons	1st October
☛ International Teachers' Day	5th October
☛ World Food Day and Sāmoan Food Day	16th October
☛ United Nations Day	24th October
☛ Arbour Day	7th November
☛ World Diabetes Day	14th November
☛ Universal Children's Day (UNICEF)	20th November
☛ International Day for Elimination of Violence Against Women	25th November
☛ World Aids Day	1st December

● International Day of Disabled Persons	3rd December
● International Volunteers' Day	5th December
● Christmas Day	25th December

b) Describe their participation in any of these events, for example World Health Day, World Food Day/Sāmoa Food day, World Aids Day, etc

Activity 1: Participation in Health Promotion Days

- 1 Identify from the list of UN and National Days the special days they have seen or heard celebrated in Sāmoa, either nationally or, as seen on TV or heard on the radio, by some part of the community.
- 2 Write an essay on how they have participated in and helped to celebrate any of these days.
- 3 Select a Health Promotion Day and discuss and plan an activity that can be used to promote awareness in your school of the importance of this day.
 - a The activity can be in the form of a group project or class project, or in pairs, etc.
 - b Discuss ways of promotion, e.g. media involvement, advertising, sending invitations to the public, etc.
 - c Design posters, etc.

c) Explore and identify which Government Departments and NGO's are mostly involved with health promotion in Sāmoa

Activity 2: Involvement in health promotion in Sāmoa

- 1 Find out which Government Department or non-governmental organisation (NGO) is responsible for any of the above promotions.

Things to consider:

- What is the main aim of the promotion?
- What are the target groups, e.g. old people, youths, or the community in general?
- Which organisation is responsible for organising and funding, e.g. WHO?
- What is the message or theme?
- What activities or programs are being run?
- How can the class/group participate or contribute to the promotion of the activity?

d) Personal practices that promote fitness

Activity 3: Personal practices

- 1 Discuss with students what practices or activities can be carried out to promote health and fitness.
- 2 Discuss the importance of being healthy.

- 1 Have the students examine their own personal practices or activities that actually promote fitness by doing any of the following.
 - a Keep a personal keep fit card, with details of age, height, weight, resting and working heart rate and a chart for entering fitness test results.
 - b Participate in a class fitness test using the Y9 Fitness Test Battery and enter results in personal keep fit card.
 - c Participate in a three month keep fit program with the class which includes activities like aerobics, walking, cycling, circuit training, crosscountry, yoga, mountain climbing, etc.
 - d Participate in a class fitness test again at the end of the three-month programme and enter results in your keep fit card.
 - e Discuss results and if there has been no change in fitness levels discuss reasons.

Existing Community Resources

NOTE TO TEACHERS

You can do one activity to cover all the achievement objectives in this aim. The main thing you are trying to do here is to make students aware of the resources around them and encourage them to make use of them.

- a) Identify the community resources available to encourage health and fitness in their school and/or community
- b) Describe each resource and identify the people who use these resources
- c) Explain some of the factors that encourage or discourage the use of these resources in their community

Activity 4: Use of resources

- 1 Conduct a survey of what health & fitness resources are available in the school and community.
- 2 Take a field trip to visit all the fitness centres in the Apia Town Area. In Savai'i, visit the Prince Edward Park in Iva, or take the students for a walk on the lava fields, or walk on the Canopy walk (swinging bridge) at Falealupo, or walk on the beach at Lano.
- 3 Divide the class into groups and select the type of project that they would like to research, e.g. fitness centers, schools that have playing fields, schools that have vegetable garden projects, schools that have their own water tanks, community services that promote health like all the komiti fales that have a First Aid box, etc.
- 4 Each group to research the selected resource.
- 5 Have the group prepare a list of questions or a questionnaire that they will use for their research.
- 6 Find out who uses these resources and what encourages or discourages people from using them.
- 7 Have a group presentation of findings. These can be in any form as selected by the group, e.g. overheads, wall charts, graphic displays, information on newsprint, video, etc.

Things to consider for research on fitness centres:

- Conduct interviews or questionnaires with the appropriate people.
- Who are the people that use these resources?
- How old are they?
- How often do they attend?
- What income brackets do the clients attending these centres come from?
- What are their reasons for participation at the fitness centre?
- What are the factors that encourage participation?
- What factors discourage participation?



Figure 9.4.1 Joe's Gym



Figure 9.4.2 Faleota Golf Course



Figure 9.4.3 The beach



Figure 9.4.4 School sports field

Personal Rights And Privileges To Good Health And Fitness

a) Define rights, privileges and responsibilities

Rights are things that a person is entitled to. For example, as a human being you are entitled or have a right to life and nobody has the right take your life away from you. However, the way you lead your life is a choice you make and not a right.

Privileges are special rights granted to one person or to only a few people. For example, the Prime Minister and Cabinet Ministers are given special privileges such as a Government vehicle for transportation. Only Matais have the privilege of running for Parliament during Sāmoa's elections.

Responsibilities are duties or things that are under your care, and when you don't take care of them you are liable to be blamed if something is not done or something happens to them. If you are responsible for something or someone you are accountable for that thing or person, e.g. parents are responsible for taking care of their children and are liable to be blamed if something happens to them. Children are responsible for taking care of their own school bags and belongings while at school. If they lose something or it gets misplaced they take the blame because they were responsible for it.

Activity 5: Rights, privileges and responsibilities

- 1 Have the students write out the definitions for the terms rights, privileges and responsibilities and give examples for these terms.
- 2 Discuss in pairs some of the rights, privileges and responsibilities of Sāmoan children. Share their thoughts with two other pairs in the class.
- 3 Discuss the information given below on the 'Convention on the Rights of the Child' and discuss what this law means for the children of Sāmoa.
- 4 Have students share what they believe are their rights. Is it easy or difficult to talk about the rights of children in Sāmoa? Why is it a difficult issue to discuss?

The Convention On The Rights Of The Child (CRC)

The General Assembly of the United Nations adopted this convention on the 20th of November 1989. The convention has 42 Articles explaining the rights of children and 12 outlining how adults and governments should work together to make sure that all children get all their rights. Everyone under the age of 18 has all the rights in this convention.

Children's rights are about what children are allowed to do and what the people who are responsible for children have to do to make sure that children are happy, healthy and safe. Children also have responsibilities towards other children and adults.

A convention is an agreement between countries to obey the same law. When the government of a country ratifies a convention that means that it agrees to obey the law written down in that Convention. All Pacific Island countries, including Sāmoa, have now ratified the Convention On The Rights Of The Child.

The Convention recognises that parents are the primary caregivers of the child and that they have the responsibility for providing appropriate guidance to their children. Governments must respect this responsibility and provide assistance to parents in bringing up children.

The convention emphasizes that young people not only have rights but also a responsibility to respect the rights of others, especially of their parents and their values and culture.

Here is a brief list of some of these rights.

Every child has the right to:

- ☛ equality regardless of race, colour, religion, sex or nationality
- ☛ healthy mental and physical development
- ☛ a name and a nationality
- ☛ sufficient food, housing, and medical care
- ☛ special care if handicapped
- ☛ love, understanding and care
- ☛ free education, play, and recreation
- ☛ immediate help in the event of disasters or emergencies
- ☛ protection from cruelty, neglect and exploitation
- ☛ protection from persecution, and to an upbringing in the spirit of worldwide brotherhood and peace.

Source: UNICEF Pacific 2000 – brochure on Children's Rights and Responsibilities.

RESOURCES

The Ministry of Women, Community and Social Development at Sogi is the Government Ministry responsible for co-ordinating CRC activities and promotion in Sāmoa. Contact this Ministry for more information on the CRC including handouts, posters and other useful teaching materials or for a copy of the Convention.

b) Explore the rights and privileges they enjoy as members of their community**Activity 6: Exploring rights and privileges**

- 1 Discuss the rights and privileges that students enjoy in their home and community, e.g. the right to play a sport of their choice, the right to worship, the right to an education, etc.
- 2 Identify and name some of the Sāmoan things or blessings that children can be thankful for. For example, Lotu a Tamaiti, warm weather all year round, etc.
- 3 Discuss and compare the rights and privileges that children in Apia have compared to children living in rural areas or in villages. What are the main similarities and differences?

c) Define the term decision making

A decision is a choice that you make between two or more ideas about something. Decision making is actually a series of choices that you make. There is some judgement to making a decision because you weigh up the options or ideas that are put before you, then you make a choice. Decision making is a process because your next choice is always dependent on the result or outcome of your previous choice.

Activity 7: Decision making

- 1 Have the students discuss and make their own definitions for decision making.
- 2 In groups, discuss what the most difficult decisions they ever had to make were. Discuss how they made their decision. Did they talk it over with someone, e.g. their parents or friends? Was it the right decision?
- 3 Play a game which students are familiar with, and after the game discuss the various decisions that had to be made either instantly or after thinking them out.
- 4 Get students to think of a decision that they had to make in a short span of time. For example, going to the movies after school. What factors must they consider before making a decision?
- 5 In pairs, role play a situation where a person is placed in a difficult position where they have to make a decision. Have the class decide whether the correct decision was made.
- 6 Get students to place themselves in the following situations and decide what they would do:
 - a They find \$100.
 - b A friend tells them she is pregnant and asks for help.
 - c You know who broke the furniture in the school.

d) Define how to set goals and make decisions to achieve those goals

A goal is an aim or an objective. Something you hope to achieve after doing something else. For example, your goal for an evening out with your friends may be to look good. You will need to bath, comb your hair, put on clean and ironed clothes and you will reach your objective of looking good. You won't look good if you do not make an effort to be clean and wear clothes that are fresh and clean too.

Setting goals provides people with a purpose and gives direction to their lives. Personal goals help people to stay focused on outcomes they have chosen for themselves.

Most of the goals we set are connected to our felt needs. For example, the goal for most students at the end of each year is to do well, pass their exams and be accepted for the next level at school. In order to achieve this goal they have to **make decisions** throughout the year to stay focused. They go to school every day, they listen to their teachers, they do their assignments, they study and then they do well and pass and go on to the next level in school. Decision making is a big part of achieving set goals.

The steps for making a choice are much the same whether the decision you are making is a big one or a small one. For example, the steps you follow in buying a ball point pen will involve the same steps as in buying a computer.

Activity 8: Setting goals

- 1 Have the students decide on a goal they wish to achieve or a need they have to meet.
- 2 Go through the following decision making process to achieve their goal or meet their need.

The Decision Making Process

- 1 Identify the goal (problem) or a need.
- 2 Identify the possible solutions.
- 3 Gather information on previous ideas, resources needed, resources that need to be developed, etc.
- 4 Make a plan for what to do.
- 5 Put the plan into action.
- 6 Evaluate the activity done.
- 7 Suggest changes and follow-up work.

e) Discuss some of the issues which help people to make decisions and keep to them, e.g. commitment, determination, honesty, honour, responsibility and loyalty

- 1 Have the students discuss the issues as given above. Have the students define these terms in their own words. Are these important characteristics to have?

Relationships, Culture And The Environment

NOTE TO TEACHERS

The aim of these achievement objectives is to help the student understand that one part of being healthy is to have good relationships with others around you, not only your own family and friends but everyone you come in contact with. When you live in peace with your neighbours you have less strife in your life, less headaches, less arguments and fighting. Being in a good state of health includes mental, emotional and social wellbeing and not just being physically healthy.

Some suggested activities are given for the first and last achievement objectives. However, it is suggested that you plan a unit of work around the theme of 'communicating with your neighbours' to cover all the achievement objectives. The idea is to promote love, friendship and peace to people around us, not only to Sāmoans but also to people from other races and cultures. You may wish to have the students do role plays to show some of the common or universal ways of communicating and being neighbourly, such as smiling, talking, being nice, tolerant, etc.

RESOURCES

You may wish to have guest speakers from the tourism industry to talk about the work they do to promote friendship to visitors from other countries, or you could invite someone from a different country to come and talk about the differences in their culture and how they do things in their country.

a) Define who your neighbour is from a worldly and scriptural viewpoint

Activity 9: Who is your neighbour?

- 1 Have the students look up in the dictionary what the word neighbour means. Discuss who their neighbour is in terms of the dictionary definition. This is the worldly viewpoint on who a neighbour is.
- 2 Now have the students look in the Bible for what it says about who your neighbour is. Have the students bring in an English and Sāmoan version of the Bible and read the story of the Good Samaritan in the Gospel of Luke, chapter 10, verses 25–37. This passage explains who your neighbour is from a scriptural viewpoint.
- 3 Have the students discuss whom they perceive to be their neighbour. Is there a Sāmoan perspective on who your neighbour is? Is it more like the worldly or scriptural perspective?

b) Identify all the people they come in contact with on a daily basis, at school, on the streets and in the village in Sāmoa

c) Observe how these people are dressed, what they talk about, where they are going, what they are interested in and their ethnic background

d) Describe factors they observed that could be used as indicators of the general health status of people they see every day

e) Communicate information they can share to a group of people they meet every day to promote good health and fitness

- Carry out activities to cover these objectives in your unit of work on ‘communicating with your neighbours.’



Figure 9.4.5 Sāmoa is made up of many different people – unity in diversity

f) Explain why ‘spitting’ is not a very neighbourly thing to do from a health point of view

Activity 10: Health point

- 1** Have the students discuss what they think about spitting. What is spitting? Why do people spit? When do people spit? Is there a good time or a bad time to spit?
- 2** Discuss the health reasons why people are discouraged from spitting. Make sure that the students understand that spitting is one of the main ways we can spread infectious diseases.
- 3** Discuss other ways of passing on saliva that should be discouraged, e.g. licking our fingers and then turning pages of books.
- 4** Have a guest speaker – a Nurse or a Public Health Environmental Officer – come and talk to the class about good personal hygiene and sanitation habits.
- 5** Develop with the students a ‘no spitting’ policy for the class and discuss with the principal the possibility of making this a policy for the whole school.

Year 10

Unit I: Active Personal Health And Relationships

Personal And Interpersonal Relationships

NOTE TO TEACHERS

The aim of this achievement objective (AO) is to help young people understand about relationships. It is possible to be friends with a member of the opposite sex without having a sexual relationship. This is what is called a platonic relationship. Having good healthy relationships with other people based on affection (you like them), honesty and loyalty is very important for young people as they grow up. Emphasize that you can develop good strong relationships with others from the same sex or the opposite sex without having a sexual relationship with them.

a) Discuss the differences and similarities between personal, platonic, interpersonal and spiritual relationships

Personal – refers to the person himself or herself; involving a person's private life.

Platonic – involving affection but not sexual love between a man and a woman.

Interpersonal – Interpersonal refers to the relationships between people, between one person and another. In Sāmoan you may say 'o le va nonofo poo le va fealoaloai ma isi tagata i totonu poo fafo atu foi o le aiga'.

Spiritual – of the human spirit or soul or of the church or religion. People may describe someone as spiritual if they spend a lot of time reading the Bible and going to church rather than drinking and smoking or going out to night clubs.

Activity I: Personal, platonic, interpersonal and spiritual relationships

- 1 Discuss with the class the definitions of these words.
- 2 Have the students work in small groups to discuss the terms and identify any similarities and differences between them.

NOTE TO TEACHERS

The next three achievement objectives are related to various 'pressures' on a teenager's life. These include pressure from their friends and from members of the opposite sex as well as pressures from the world around them in terms of fashions, school and church. It is important for students to identify where the pressures are coming from and to deal with them. Some suggested activities are given to help you get this message across. Also included is an exercise to help students identify what sexual abuse is. This is part of 'pressure' from the opposite sex. Remember to use the guidelines for discussions in a safe environment when discussing these topics.

b) Define peer and opposite sex pressure and draw on personal experiences

c) Explain situations or actual experiences where they have felt hurt or belittled

d) Discuss the 'pressures' in trying to conform with the latest trends in fashions, exam grades, sports teams and church exams

Activity 2: Pressure to conform

- 1 Have a class discussion and allow the students to express what they think the terms mean first, before you give them the definition you have.
- 2 Discuss as a group who their peers are – a peer is someone who is on a similar level to you. So your peers could be everyone of your age group or your friends.
- 3 Discuss who the opposite sex is.
- 4 Discuss what pressure is. Pressure is an exertion or force against something or someone. Pressure is like someone or something urging you on or trying to get you to do something that makes you uncomfortable or that is against your will. Pressure can be positive or negative. Mostly we feel pressured when other people expect us to do more or better than what we can do comfortably, or we get pressured when people are forcing us to do something we don't really want to do, but we are scared and cannot get away.
- 5 Have the students turn to a neighbour and discuss where the pressures are coming from in their lives. What are the types of pressures they are facing? Pick a few pairs to share their discussions with the whole class.
- 6 Have the students identify the types of pressures that they face simply as part of life as teenagers, e.g. wanting to be cool and up to date, wanting to eat at places where other kids hang out such as McDonalds, wanting to please parents by doing well at school, having members of the opposite gender hassle you because you look cute.
- 7 Recognising and dealing with sexual abuse. This is becoming a major concern in Sāmoa and young people need to be aware of what it is and how to stop it. Following are some activities that have been reproduced from the Adolescent Reproductive Health Training Manual of the Secretariat of the Pacific Community 2003.
- 8 These are some great activities you can conduct with your class to clarify what sexual abuse is. You can decide to do these as part of this AO or leave it for another time appropriate to you and your class. If you find this topic too sensitive and cannot carry out these activities yourself, ask someone else (another teacher you trust) to help you with this topic.

Sexual Abuse

Key Life Skills

- 🕒 problem-solving
- 🕒 self-protection
- 🕒 seeking help
- 🕒 assertive communication.

LEARNING OBJECTIVES

- 1 To understand what sexual abuse is and to recognise the situations in which it occurs.
- 2 To identify actions for preventing sexual abuse.
- 3 To understand what to do and where to seek help in cases of abuse.

Group energiser

Start the session with a game or an icebreaker activity.

MATERIALS NEEDED

Flipchart, butchers' paper, marker pens, pencils.

Note

It is important to be aware that sexual abuse is a very sensitive topic. It is possible that some of the participants may have experienced abuse themselves. Be sensitive to any of the participants who may become upset or distracted. Do not force participants to talk if they do not want to.

Topic One: What Is Sexual Abuse?

Time Needed: 45 minutes

Activity 1: Matilda's Story

- 1 Read out the story of Matilda.
- 2 Ask the group what they think is happening to Matilda in the story.
- 3 What do they think Matilda should do?
- 4 What is stopping Matilda from telling anyone?
- 5 What might happen to Matilda if the situation keeps on going?
- 6 Explain to the group that what is happening to Matilda is called **sexual abuse**. Define sexual abuse and make the following points (See Key Information):
 - 🕒 sexual abuse is more common than people realise
 - 🕒 sexual abuse happens to both boys and girls
 - 🕒 sexual abuse is a crime
 - 🕒 sexual abuse happens in every society
 - 🕒 there are many types of sexual abuse
 - 🕒 very often, sexual abuse is committed by someone who is known and trusted by the victim (e.g. a family member or friend)
 - 🕒 sexual abuse has serious consequences for the victim
 - 🕒 no-one has the right to touch you in a way that you don't want or to force you to have sex.
- 7 Ask the group where Matilda could go for help.
- 8 Give some information on services available in your community to help young people in this situation.

Matilda's Story

Matilda is 14 years old and comes from a very small village in the outer islands. Last year her parents sent her to stay with her auntie and uncle in town, so that she could finish high school. At first she really liked living there. Her auntie is very kind and Matilda likes playing with her cousins. But every day now Matilda feels sad and afraid. She did not know what was happening at first. She wondered why her uncle kept looking at her like that, following her with his eyes. Then, one evening, her auntie took her children to visit their sick grandmother in her village. That's when it happened. Her uncle came home early that night. Matilda was in bed getting ready to sleep, when her uncle quietly slipped into the room. She wondered what he was doing when he sat on the bed and began to touch her body. She could tell he had been drinking. She was scared but didn't know what to do. Her uncle lay down beside her and tried to kiss her. 'No, uncle, please don't do that', said Matilda. He told her to be quiet and not to move. Matilda felt like screaming out but she was too scared. Then her uncle took his clothes off and lay on top of her so that she could not breathe. Matilda closed her eyes and prayed that it would soon be over. Her uncle then stood up and told her that she should not tell anyone what had happened. He threatened her and said she would get into trouble if she told anyone. Matilda was so scared she couldn't move. Her uncle has visited her room many times since then, always when he has been drinking. Matilda is confused and even blames herself for what has happened. She tells herself that she will make him stop but each time she is too afraid of him. So many times she has wanted to tell her auntie but then she thinks about how kind her auntie has been and how upset she would be if she found out. Anyway, who would believe a 14 year old? All Matilda can think about now is dropping out of school and going home to her parents. How can she end her nightmare?

Key information: Sexual abuse

Sexual abuse is:

- 🕒 when someone forces, threatens or tricks you into having sex when you don't want to
- 🕒 when someone touches the private parts of your body when you don't want them to
- 🕒 when someone makes you look at their private parts
- 🕒 when someone makes you touch the private parts of their body
- 🕒 when someone touches you in a way that you do not want
- 🕒 when someone goes further sexually when you say no or stop.

Sexual abuse includes:

- 🕒 child molestation – sexual abuse of a child
- 🕒 incest – sexual contact, including unwanted touching, by a member of the family or relative with a child or other family member
- 🕒 rape – violent sexual assault
- 🕒 sexual harassment – unwanted sexual advances from someone; verbal or physical harassment of a sexual nature.

Facts about sexual abuse

- 🕒 Child sexual abuse is most often committed by someone who is known or trusted by the victim – a member of the family, a relative or friend of the family
- 🕒 Abuse is also committed by strangers
- 🕒 Sexual harassment often occurs in the workplace
- 🕒 Sexual abuse happens to both boys and girls – though most victims are girls
- 🕒 A child cannot consent to sexual contact – they are physically, psychologically and developmentally too immature.

Consequences of sexual abuse

- Sexual abuse can have serious physical, emotional and psychological consequences for the victim, including:
 - physical injury
 - low self-worth
 - fear of sexual relationships.
- With proper support and counselling, victims of abuse can overcome these difficulties.

Action steps: What to do if you are being abused

- 1 Tell someone you trust such as a parent, auntie, uncle, teacher or family friend.
- 2 Talk to a health worker, policeman or other person in authority.
- 3 If you are able, say no and tell the person to stop in the strongest possible way – use assertive communication.

Topic Two: Protecting Yourself Against Sexual Abuse

Time Needed: 30 minutes

Activity I: Setting limits

- 1 Explain to the group that young people like Matilda are often confused about whether they have the right to stop someone touching them – especially if it is someone they know.
- 2 Read out the **Uncomfortable Situations** one by one.
- 3 After each situation is read out, ask the group to respond to the situation in one of three ways.
 - If they think that what is being done is wrong, they have to put their hand out and shout '**STOP THAT**'.
 - If they think it is not wrong, then they have to cross their arms and call out '**THAT'S OK**'.
 - If they are not sure, then they have to scratch their head and call out '**NOT SURE**'.
- 4 Everyone calls out his/her own answer, but ask the participants to try and respond all together.
- 5 After you have read all of the situations, discuss the responses and why people responded as they did.

Discussion points

- Your body is your own – each person has his/her own sense of personal space and what he/she feels comfortable with when touching or being touched by another person.
- Some people find some kinds of touching okay, while others may not.
- For some, hugs and touching from a close relative may be a sign of care and love. Others may feel uncomfortable with this.
- You are the owner of your body – no-one has the right to touch your body in a way that you don't want or you are uncomfortable with.
- You always have the right to say NO to sex, unwanted touching or any form of harassment (see **Your rights**).

Uncomfortable situations

- 1 One of the boys or girls in your class pinches your bottom.
- 2 Your uncle hugs you at family gatherings.
- 3 A man rubs his body against yours on a crowded bus.
- 4 A neighbour stands near the fence and stares at a girl's breasts while she is sweeping.
- 5 A group of boys/girls whistles at a girl/boy as they walk past.
- 6 An adult friend of the family touches you on the bottom and tries to kiss you when no-one is looking.
- 7 Your neighbour smiles at you.
- 8 A group of young men call out rude names to a young man who is homosexual.
- 9 Your sports teacher helps you to stand up after you fall down.
- 10 Your sports teacher puts his arm around you, saying how sexy you are.
- 11 A teacher constantly stares at one of his students.
- 12 A male friend comments on how nice a female friend's dress is.
- 13 A group of boys tease a girl from their school about the size of her breasts.

Your rights

- You are the owner of your body – no-one has the right to touch your body in a way that you don't want or that you are uncomfortable with.
- It's never okay to force someone to have sex.
- You always have the right to say NO to sex or unwanted touching.
- You have the right to stop someone who is abusing, harassing or molesting you.
- You have the right to report someone who is abusing, harassing or molesting you.
- Certain parts of your body are off-limits to some people but not to others. Certain parts are off-limits to everybody. You have the right to determine those limits.

Topic Three: Preventing Sexual Abuse

Time Needed: 45 minutes

Activity 1: Challenging sexual abuse

- 1 Ask the group if this type of problem happens in their community:
 - what do people think about the person who has been abused?
 - what do they think about the person who is the abuser?
- 2 Divide the participants into two groups – a boys' and a girls' group.
- 3 Ask the boys' group to brainstorm what men and boys could do to prevent sexual abuse.
- 4 Ask the girls' group to brainstorm what women and girls could do to prevent sexual abuse.
- 5 Ask the group to share their ideas with the large group.
- 6 Provide some information about the law and young people's rights regarding sexual abuse in your country.
- 7 Finish by asking the group to brainstorm a list of things that they could do to help someone who is being sexually abused (e.g. Matilda) – see Key information.

Key Messages

- Sexual abuse of all forms is a crime.
- It is never okay to force someone to have sex.
- You always have the right to say no to sex or unwanted touching.
- When a woman says no, she means no.
- Talk to an adult or a health worker if you or someone you know is being abused.

RESOURCES

You may obtain a copy of the above Manual from the Sāmoa Family Health Association or by writing direct to the Secretariat of the Pacific Community, N5, 98848 Noumea Cedex, New Caledonia. Email: spc@spc.int

NOTE TO TEACHERS

The next two AO's are related to making and having good friends. This is an important aspect of a teenager's life and health. Good friends are the greatest influence on the choices that teenagers make. It is well known that most teenagers get information or advice about sensitive issues from their friends. When you teach this topic, think about some creative activities you can do. A few suggestions have been given but we are sure you can think of many more.

e) Examine what you consider is important in selecting school friends, church friends, sports friends and friends outside family circles

f) Discuss and communicate ways in which you as a good friend can advise students in need to cope with peer pressure issues

Activity 3: Coping with peer pressure

- 1 Have the students write down on a piece of paper the names of their friends from school, from church, from other activities they belong to, and relatives who are friends as well.
- 2 Have them note down the reasons why they developed these friendships. Did these friends help them enjoy their times at school, at church, at family functions?
- 3 Discuss as a class the importance of having friends and have the students share some experiences of how friends have helped them through a difficult part of their life.
- 4 The Bible says in Proverbs 18: 24 (NIV) that 'A man of many companions may come to ruin, but there is a friend who sticks closer than a brother'. Have the students discuss this proverb in groups. Do they have friends that they feel closer to than their own brothers and sisters? Why is this? Is it important to have friends like this?

Personal Growth, Development And Sexuality

NOTE TO TEACHERS

The first five AO's are related to sexuality and the growth and development of a teenager. This is a topic that is usually hush-hush or not discussed at all in most Sāmoan families. Therefore it will not be an easy one for you to teach, nor for the students to listen to. However, it is very important that young people understand not only how their own bodies work but also the feelings and desires that come as a natural part of growing up. Try to get a copy of the resources available from the Family Health Association to help you teach this topic. You can also go to the Health Education Section or the Child Health Project of the Health Department for resources to help you. A definition and some information on sexuality is given for your discussions. Some suggested activities are included for you to do with the students.

- a) Define the meaning of sexuality and describe how this relates to a man or a woman**
- b) Examine what it means emotionally and mentally to be a woman or a man**
- c) Discuss the consequences of sexual relations and being prepared to accept the responsibilities that come with (e.g. STDs, HIV-Aids and Teenage Pregnancy)**
- d) Discuss health options in expressing your sexuality, e.g. abstinence, maintaining virginity until marriage**
- e) Discuss acceptable behaviour and values that can be used by young people as guidelines for being 'good' and respectable members of the community**

What is sexuality?

We are all sexual beings – that is, we all experience feelings and emotions which express our sexuality. Our sexuality is the part of our personality that responds to sensual and sexual experiences. It can be expressed in different ways with different people and does not always need to involve direct sexual contact.

What we believe about sexuality is a part of who we are, what we think and feel about ourselves and our bodies and how we act towards others. Our sexuality is often influenced by how we feel about ourselves in relation to others and what we feel about our bodies.

Our sexual development starts from when we are born and develops as we get older and relate to others. In many ways our earliest sexual experiences determine how we relate sexually as adults. Our earliest sexual experiences were probably as young children. When exploring our bodies we become aware of our sexuality and started realizing that boys are different from girls. This becomes more apparent as we grow up and our feelings start to change and we get embarrassed when, for girls, their breasts start to develop and for boys, their voice breaks and they get more body hair.

Adolescence and puberty are another important period in our sexual development. It is a time of important changes such as the beginning of menstruation, and of increased awareness of sexual feelings. Young girls develop into young women and young men start experiencing a sexual drive and wet dreams and feelings towards girls that they never had before. They change from being boys to men. It is the time that boys and girls get interested in each other. In Sāmoa, society allows boys to explore their sexuality more freely than girls. Girls may be restricted from moving around as freely as they did earlier because of fears that they may begin a sexual relationship and lose their virginity before marriage or get pregnant or get raped.

Our experiences from the time we are little until we become adults, both sexual and non sexual as well as the way we relate to people and the way they see us, all have an influence on us as individuals and on our sexuality as men and women.

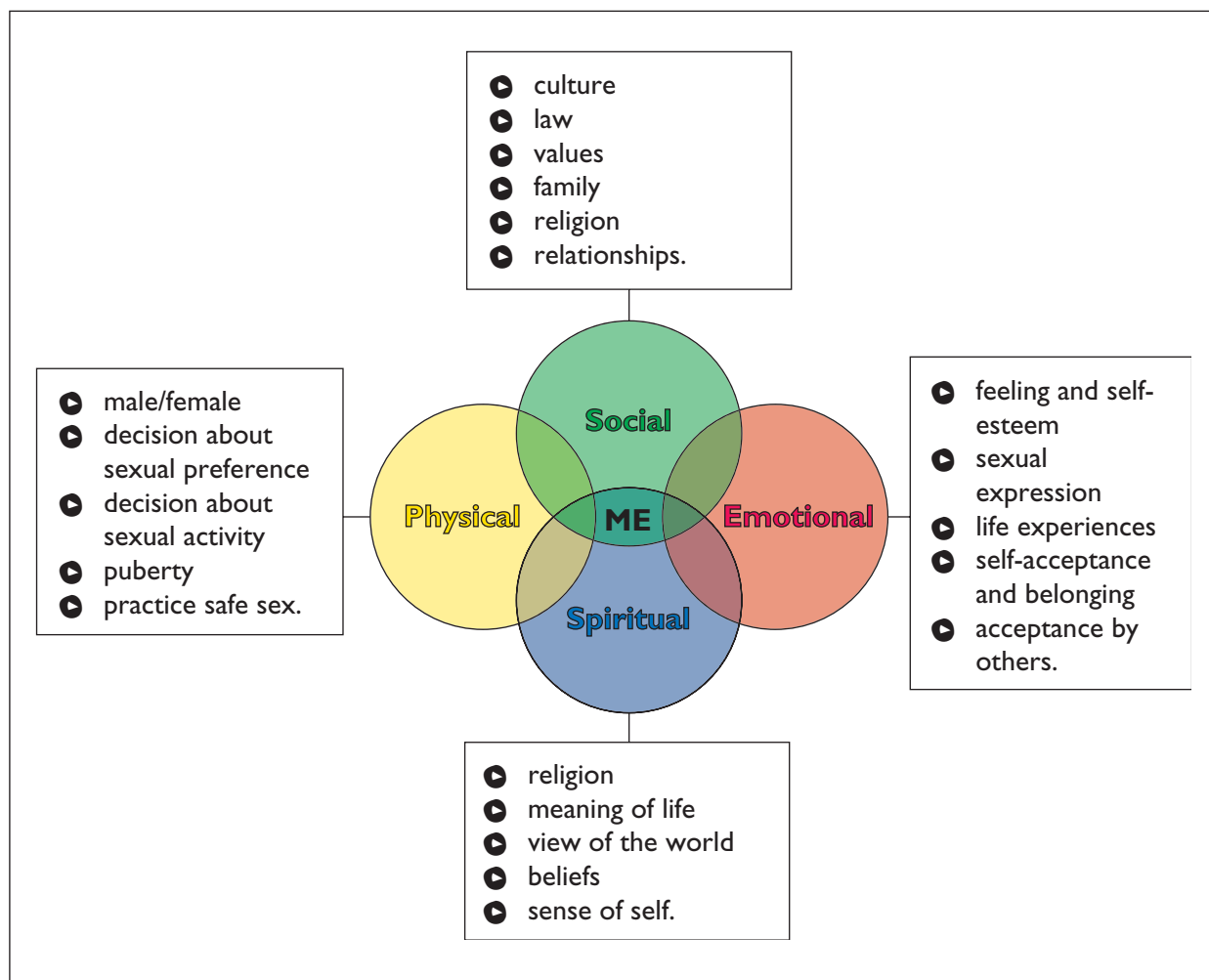


Figure 10.1.1 Aspects of sexuality

Activity 4: Sexuality

- Have the students discuss what sexuality is.
- Identify the things they do, the thoughts about themselves and the ways they relate to other boys or girls that tell them or confirm for them their own individual sexuality.
- Have the students discuss the value of the biblical principle of saving yourself for marriage and being faithful only to one partner for life, in view of sexually transmitted diseases and HIV/Aids.
- Have the students brainstorm the reasons why there are so many teenage pregnancies.
What do they think they can do to prevent or decrease this trend?
- Have the students plan a campaign to teach other students about the dangers and risks of teenage pregnancies and how they can be prevented.

f) Discuss how you could help special needs students cope with the changes happening to their bodies

- Have the students discuss how special needs students can cope with the changes happening to their bodies.
- Arrange a field visit to Fia Malamalama or Loto Taumafai to see the special needs students and make this issue more real to them.

g) Discuss the importance of Vitamins and Minerals in the diet of teenagers

A healthy diet is an important part of growing up. It is important that the students are eating balanced meals daily including fruit and vegetables to compensate for the extra growth spurt they are going through and the busy lives they lead.

- Have the students discuss what is a healthy diet for themselves. Make sure it includes clean, safe water, fruits and vegetables and local staples like talo, ulu, taamu and fai.

RESOURCES

You may wish to look through the Year 9 & 10 Food and Textiles Technology student textbooks for more information on food and nutrition for this AO.

Maintaining Fitness And Physical Activity

NOTE TO TEACHERS

These AO's are related to our need to have some form of regular physical activity to maintain good health. The descriptions of the AO's written below will give you some idea of the issues you can discuss and activities you can do with the students. Remember to emphasize the need to drink 8–10 glasses of fresh clean water daily. Emphasize that all people, not just those that are good at sports, should get some form of regular exercise to stay healthy and fit.

a) Explain how regular physical activity helps to keep a person healthy

b) Describe and demonstrate some of the activities that are available, e.g. walking, lawn bowls, aerobics and squash

c) Discuss ways that teenagers can maintain or continue to have regular physical activity

d) Explain the relationship between health and fitness and regular exercise

Refer to Unit 2 for the following two AO's.

e) Diagnose health and fitness status by completing Year 10 SSSH and PE fitness test battery

f) Participate in selected physical activities as set out in Strand 2

Responsible Behaviour

NOTE TO TEACHERS

The following achievement objective's refer to the aim of responsible behaviour. The emphasis of this aim is for students to realize that as they grow and develop, so too do the expectations parents, teachers and other people have of them. As they become adults they become more mature and able to make choices that are based on reasoning or thinking about the good and bad side of a situation. A responsible person thinks twice about whether their actions will hurt or cause harm to others. A responsible person will not take drugs, smoke, drink alcohol or have unsafe sex because they know they are only harming themselves and making themselves unhealthy. Conduct any activities you believe will reinforce this message.

a) Define the term responsible behaviour and discuss the issues involved

- A responsible person is one who is trustworthy, who is accountable for his/her actions and is capable of rational (reasonable or sane) conduct. Responsible behaviour shows a person is thinking and being responsible for what they are doing and is accountable for any consequences of their behaviour.

b) Explain how responsible behaviour is a sign of maturity or growing maturity

c) List and describe some good examples of responsible behaviour that they have come across in their peers

d) Communicate a clear message to their peers about the dangers of alcohol, drugs, smoking, unsafe sex and other practices



Figure 10.1.2 Unsafe sex can lead to pregnancy

- You may wish to invite some guest speakers to cover this AO. You can invite people from the Health Department or the SDA Church to talk on the dangers of tobacco and alcohol or someone from Sautia Mai, which is an Alcoholics' Organisation – contact the Catholic Church Family Ministries at Mulivai.

e) List situations where their life or person may be in danger and identify ways to protect themselves

f) Explore how what they eat today will impact their looks and their health and well being when they are in their forties

- Have the students do a study on their parents. Look at old photographs and compare what they looked like as teenagers and what they look like today. Ask them about their dietary habits and what exercise or sports they did when they were teenagers. Make conclusions about the impact of what their parents ate and did as teenagers and how their parents look today and the state of their health.

Year 10

Unit 2: Active Human Movement

Acquiring Motor Skills

a) Define components of acquiring a skill in physical activity

Components of acquiring a skill in physical activity.

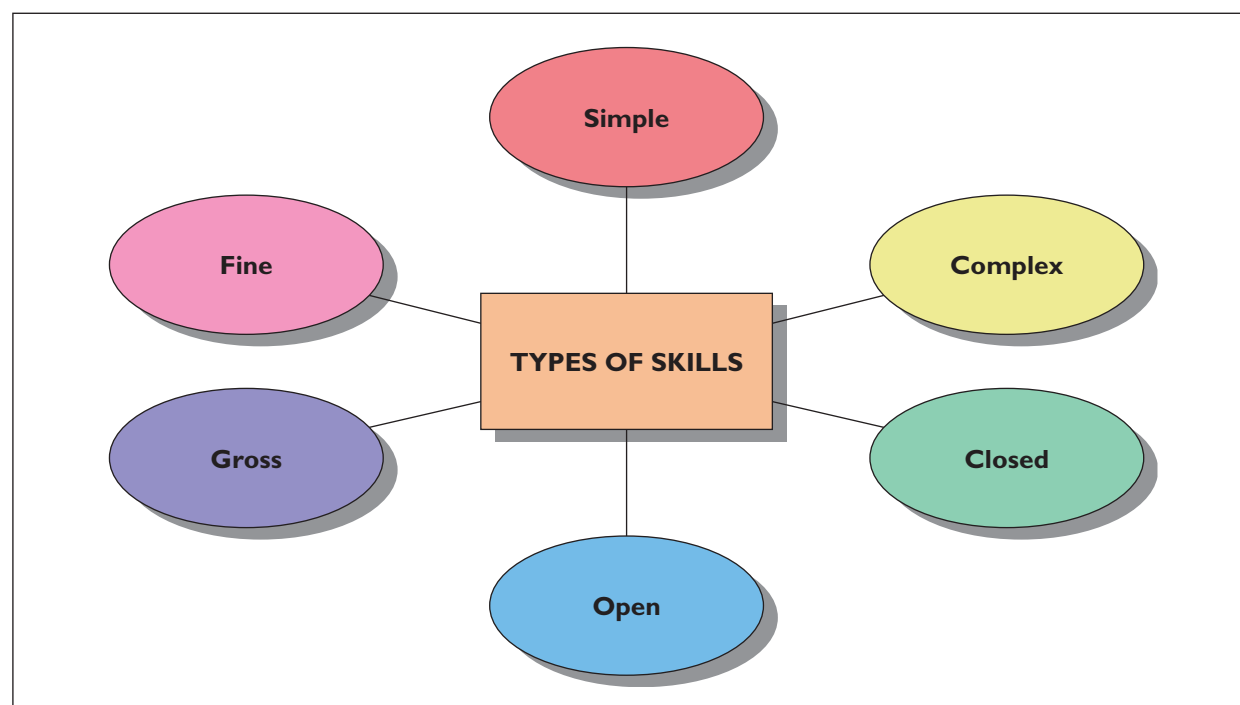


Figure 10.2.1 Types of skill in physical activity

Gross skills	involve large muscle groups or the whole body, e.g. running to hit a forehand in tennis.
Fine skills	require movement of small muscle groups, e.g. putting backspin on a tennis ball.
Simple skills	require only a small number of attempts before they are learned, e.g. dropping and hitting a tennis ball.
Complex skills	require many attempts to learn. They are made up of a number of sub-movements, e.g. top spin forehand.
Closed skills	are performed in a situation where the circumstances are not liable to change, e.g. serving in tennis.
Open skills	are performed in a situation where the circumstances are liable to change, e.g. a volley return after running to the net. Where will the opposition hit the ball?

Motor skills are normally a combination of:

- fine and gross skills
- simple and complex skills
- closed and open skills.

Motor skills are rarely just one type of skill.

Stages in learning a skill

There are three main stages in learning a skill in movement. **Planning, Practice and Perfection.** (the 3 P's.)

Stage 1: Cognitive

This can be referred to as the *planning* stage. This is where the individual learns the skill and how to perform it. Here the skill is explained and demonstrated in the correct sequence either by you as the teacher demonstrating, or by asking one of the students to show what is required, or by showing videos.

Stage 2: Associative

This is also the *practice* stage. Here the skill that has been learnt and understood is **practised** until it becomes familiar. The accuracy in performing the skill is dependent on how difficult the skill is, the ability and experience of the learner and how determined he/she is.

Stage 3: Autonomous

This is the automatic or *perfection* stage where the skill that has been practised is perfected. The skill is performed naturally, without thinking through the correct sequence. In order to remain at this autonomous level the skill must be practised continuously. Here different activities can be introduced, such as timing, speed, efficient movement, strategies and tactics.

Example

Stages of learning to hit a forehand in tennis.

Stage 1: *Learner becomes familiar with the sub-routines of the forehand.*

- ▶ the grip
- ▶ footwork
- ▶ back swing
- ▶ contact
- ▶ follow through.

Stage 2: *After many practises the player begins to hit the ball consistently.*

Stage 3: *Eventually the player is able to hit a forehand automatically and begins to concentrate on placing the ball away from the opposition.*

Feedback

Feedback is the information received during or after a movement has been performed. Feedback or knowing what has been done is important. Without it the performer will not know whether they have learnt anything.

Intrinsic feedback is what the performer sees or feels for themselves when a movement has been completed. It is important that feedback is given immediately and constantly to beginners or when a new skill has been introduced.



Figure 10.2.2 Rugby player passing the ball from the base of a scrum

Activity 1: Learning a skill

Choose a sport from the sports category and:

- ❶ Explain the skill or executive action that is associated with the sport.
- ❷ Explain and demonstrate the sequence in which the skill(s) are performed.
- ❸ Think about a common mistake that is associated with the skill and point out where the mistake normally takes place.
- ❹ Practise the skill singly, in pairs or groups.
- ❺ Play a game associated with skill and provide feedback, correcting any errors.
- ❻ Remember, before any activity, always begin with a warm-up and end with a warm-down.

b) Examine the importance of regular activity

Activity 2: Importance of regular activity

- 1 Discuss the importance of regular activity.
- 2 Complete the Sāmoa Secondary Schools Fitness Test battery (SSSFTB) and enter results in a personal chart.
- 3 Discuss various forms of keep fit activities, for example, walking, jogging, mountain climbing, exercising to music (aerobics), swimming, playing games.
- 4 Plan a keep fit activity with the class and conduct this activity over a period of time.

- 5 Measure the heart rate and explain the importance of exercise to the cardiovascular system.
To measure the number of heart beats, use the carotid pulse (next to the Adam's apple) or the radial pulse (at the base of the thumb). Take the pulse for 1 minute and record results after each of the following activities.

- While sitting
- After 2 minutes' light exercise
- After jogging for 5 minutes.

Discuss what happens to the heart rate and why.

- 6 Retest the class and allow for feedback.

c) Experience a series of progressive motor skill acquisitions selected from any of the categories. Select two from each category

Activity 3: Progressive motor skill acquisition

- 1 Select up to two activities from each of the categories in the curriculum and teach the progressive motor skills.
- 2 Use a game, dance or an activity in which the skills can be applied.



Figure 10.2.3 Mā'ulu'ulu

d) Experience movement skills to keep afloat in water

Note

For this section seek advice from the Sāmoa Swimming Association.

Activity 4: Movement skills

- 1 Before taking your class to the water, have some safety rules to follow, e.g. Do not go into the deep end if you do not know how to swim. Have a 'buddy' system so each can look after the other.
- 2 Take your class to the sea, pool or river, whichever is close and available to school.
- 3 Go through with your class the stages of learning how to swim and stay afloat. (Ask assistance from the swimming association.)

Fitness For Life Principles

a) Conditioning programmes

What is a conditioning programme?

This is the most important aspect of improving performance in physical activities. Conditioning programmes are training sessions where the body systems are placed under situations beyond their normal limits, mainly to improve the physical fitness level of the athlete or individual. It is important that conditioning programmes begin gradually and progress slowly to prevent injury. It takes about two to three months to get into reasonable condition, especially in the aerobics area. Too much too quickly can produce sore muscles and increase the chance of injury to soft tissues.

Pre-conditioning

It is advisable to spend the first three weeks preparing the body for the activity or event ahead. Pre-conditioning activities should be similar to the activities or tests that are going to be performed. For example, preparing for the 1500 metres for the schools' athletic competition, the pre-conditioning activity could include a combination of running and walking with rest periods in between. Over the pre-conditioning period the rest periods are gradually reduced while the running is increased. The pre-conditioning goal would be the ability to run the 1500 metres without stopping.

Resistance training or weight training

In a weight training program, muscles are gradually placed under increased **resistance** (weight). Muscle groups must be strained to more than their normal limits. For muscular strength and endurance to improve, the overload principle must be applied.

Terminology

Resistance training programmes vary according to the specific requirements of the programme. Variations are based on:

- **Repetitions:** These are the number of times an exercise movement is repeated without rest. To produce greater changes in muscular endurance for example, a high number of repetitions (9–20) will produce the required result. But for strength development, a lower number of repetitions (1–8) with heavier weights tends to produce the result.
- **Sets:** A set is a number of groups of repetitions for a particular exercise. For example, using free weights, two to three sets of each exercise is recommended. Sets should be performed consecutively with approximately one to two minutes of rest.
- **Resistance (load):** Is the amount of weight used in an exercise.

Repetition maximum means the maximum number of repetitions that can be completed with a given resistance (e.g. a 10 RM is performed when only 10 repetitions can be completed, not nine or 11). Therefore, the greater the number of RM the lighter is the weight that can be lifted. The development of a particular feature of muscle performance is directly related to the load used (e.g. for strength, 6 RM should be used, whereas for muscular endurance 15 RM should be used). Some exercises require care in using RM loading due to possible injury.

Rest: is necessary for the regrowth of muscle tissue after overload. Also, rest periods are dependent on the energy systems the person wishes to stress and the specific purpose for which the training is being undertaken.

Benefits of weight resistance training

Weight training can:

- 1 improve aerobic conditioning through circuit training
- 2 be structured to develop muscular strength, speed and power
- 3 make significant changes in body composition
- 4 improve posture
- 5 increase lean body tissue (muscle bulk)
- 6 be structured to strengthen muscles for sports performance
- 7 be used to rehabilitate muscles following injury
- 8 improve an individual's self esteem
- 9 be adapted to all fitness levels
- 10 increase metabolic rate to help decrease body fat.

Uses of resistance training

- 1 To increase strength. Strength is the ability to exert force.
- 2 To improve power. Power is the ability to exert force in a short period of time.
- 3 To add lean body tissue. This refers to the hypertrophying of muscle to increase size. Often referred to as muscle bulk.
- 4 To improve muscular endurance. This refers to the capacity of a muscle or muscle group to keep contracting efficiently over extended periods of time.

Forms of resistance training

There are three (3) general forms of resistance training: Constant Resistance, Variable Resistance and Accommodating Resistance.

Constant Resistance. When using constant resistance equipment, the level of effort changes throughout the range of motion. Some examples of this form of training include free weights (barbells and dumbbells), the lifter's own body weight (chins and dips) and some of the older-style pin loaded weight machines.

Variable Resistance. Variable resistance equipment compensates for the leverage changes in a joint's range of motion. This equipment relates the body's leverage to that of the machine, thereby allowing the maximum intensity to be placed on the muscles over the complete range of motion.

Accommodating Resistance. This type of training uses hydraulic systems, air systems and clutch plates in tandem with flywheels.

Types of muscle contractions

There are three main types of muscle contraction of interest to the weight trainer (isometric, concentric and eccentric).

1 Isometric Training

The term isometric comes from the Greek word *isometrikos* meaning 'the same length' or 'no change in length'. Isometric (or static) exercises are those where a muscle develops tension without changing length. In isometric exercises contractions are performed against immovable objects, for example, pushing your arm against a door frame, or grasping your hands together and then trying to pull them apart. During isometric training, a contraction is held about 5 seconds, recovered from briefly, and repeated about five times.

Isometric training is valuable for sports like judo or gymnastics, where a position might need to be held for several seconds.

2 Isotonic Training

The term isotonic literally means of equal tension. It implies that the muscle develops a certain tension or force in lifting and lowering a load. There are two types of isotonic contractions. These are known as concentric and eccentric contractions.

- a Concentric contraction. A contraction where the muscle develops tension when shortening. For example, the upward phase of the bicep curl (the bicep is shortening) is a concentric contraction.
- b Eccentric contraction is where the muscle develops tension while lengthening. For example, the downward phase of the bicep curl (the bicep is lengthening) is an eccentric contraction. In the push-up exercise the triceps and pectorals contract eccentrically in the descent phase and then contract concentrically to bring the person back to the starting position.

Activity 5: Weight training

Undertake a weight training or body resistance programme. See the various fitness centers for assistance, or ask the Sāmoa Association of Sports and National Olympic Committee (SASNOC) or the Sāmoa Weightlifting Association for help.

b) Principles of fitness training

Training principles:

There are three training principles which need to be applied if fitness is to be obtained or improved:

- specificity
- overload
- progression.

Specificity

This means that the training or exercise must be specific or appropriate to the event.

Overload

This means that the exercise or training must be more than (overloading) what you are doing normally. By gradually overloading the body systems (muscular, circulatory, etc) the body adapts to the increased demands and develops a greater capacity. With repeated performance and an increase in strenuous exercise workout, the body develops and prepares for more challenging demands. Overload is caused by three variables: **intensity**, **duration**, and **frequency** of exercise.

Intensity (how hard) is the amount of effort required by the training activity. The aerobic exercise chosen must involve at least 50 percent of the large muscles of the body, and its **intensity** must raise the heart rate to the 'target' level. The target heart rate is the desired beats per minute of the heart sustained throughout a workout. To calculate target heart rate, subtract age from 220. The result is the maximum heart rate, e.g. $220 - \text{age} = \text{maximum heart rate}$. To improve the aerobic capacity, workout should be within 60% to 90% of the maximum.

Duration is the amount of time the exercise is performed. A general principle, in terms of an effective aerobic training session, is to work within the recommended target heart rate for a minimum period of 30 minutes a day.

Frequency is how many times per week the training or exercise is performed. Training should occur frequently and be spread over a long period of time, e.g. three times a week for at least two months.

Progression

This means to gradually increase the amount of training or exercise done over a period of time.

As the body adapts to the level of overload the level is adjusted to maintain the overload principle.

To achieve this principle, progression should be from three to five times a week, or by making the training harder, or a combination of both.

Activity 6: Training principles

- 1 Explain the principles of fitness training and examine two principles.
- 2 Plan and conduct a keep fit exercise programme with the class emphasizing the use of the principles of fitness that have been covered. This programme is one that the students would be able to carry out by themselves. Conduct this programme over a six week period. Activity should be enjoyable and challenging, e.g. aerobics activities such as exercising to music, walking at a fast rate, using weights when walking, cycling, mountain climbing, etc.
- 3 Emphasize the importance of warming up and down before and after the activity.
- 4 Take personal measurements of students before programme begins. For example, record weight, take body measurements around hips, waist, arms, etc. Record height, take heart rates and have these recorded on their personal keep-fit chart.
- 5 At the end of each week students are to record and evaluate their personal progress (AO d) below).
- 6 Retest student's fitness level at the end of the term by using the SSSFTB.

c) Participate in two physical activities outlined in Year 9 (strand 2a)

Activity 7: Physical activities

Select two physical activities from Year 9 Strand 2a which have not been done before and teach them to class.

d) Record and monitor fitness activities over a period of one week

Activity 8: Recording and monitoring

See AO Acquiring Motor Skills, b) Activity 2 part 4, page 68.

e) Identify sporting and recreational opportunities

Activity 9: Identify opportunities

- 1 Get students to find out what sporting and recreational activities are available in the school, the village or community in which they can participate after school.
- 2 Identify the organising committee, and what are the membership fees. Are they open to anyone or are there restrictions on membership. What competitions are available, and how often are they run? Do girls and women have equal access to these activities?

Sports Science And Technology

RESOURCES

Charts, posters on body parts, model of the heart or picture of a heart.

a) Exercise physiology and its relevance to movement

What is exercise physiology?

Exercise physiology is examining how the body responds to different kinds of exercises, particularly the effects they have on the muscular and cardiorespiratory systems.

Training effects

The following changes occur in response to aerobic training. They are long term effects and decline when training is no longer continued.

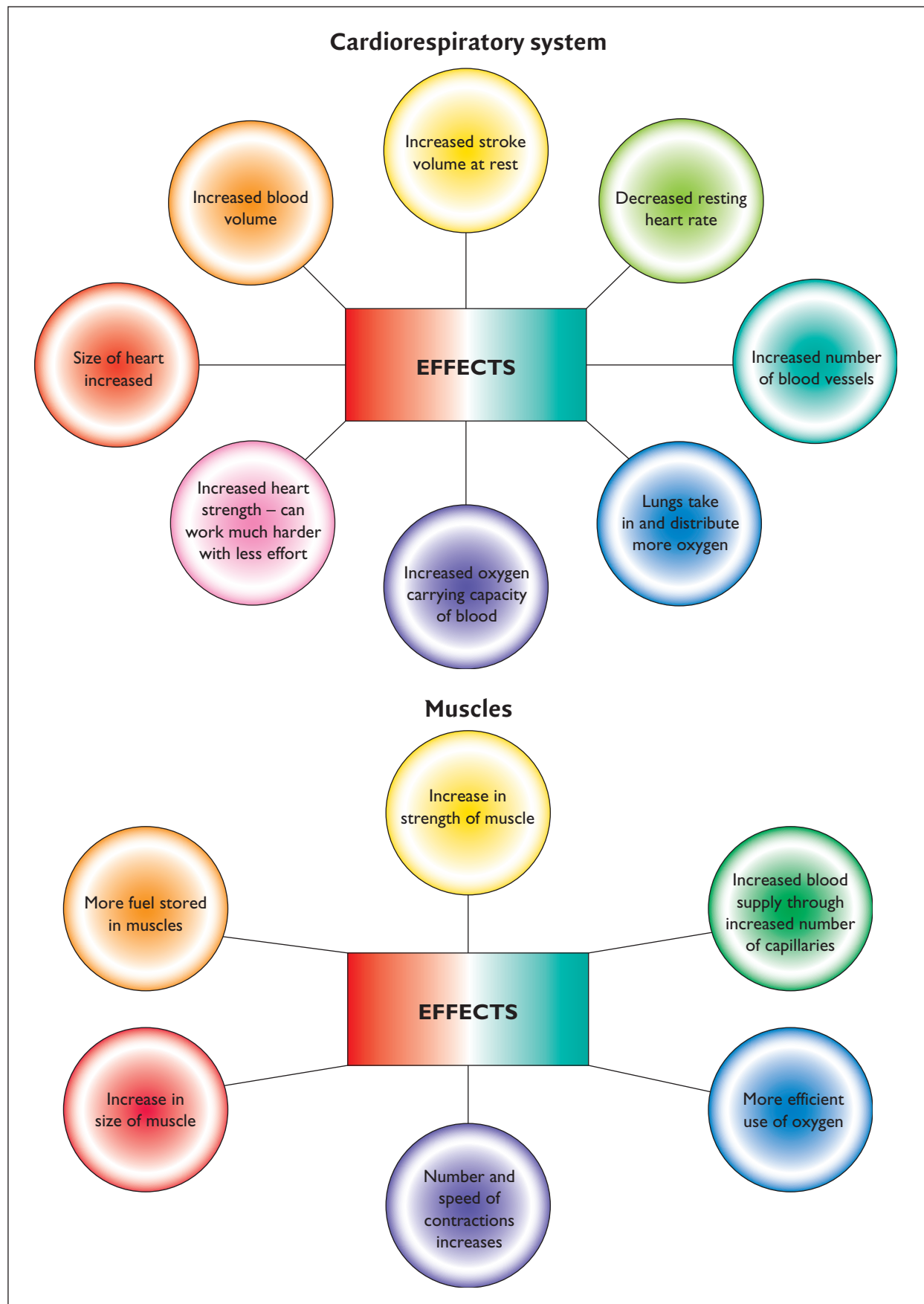


Figure 10.2.4 Training effects on the cardiorespiratory system and muscles

Activity 10: Training effects

- 1 This activity is to show how the body responds to physical exercise.
- 2 Get students to work in pairs.
 - One of the pair performs, the other records results and they switch places after each performance.
 - Complete as many sit ups as possible in 30 seconds.
 - Perform as many push ups as possible in 30 seconds.
 - Write down what it would feel like to take a swim in the sea or river after a strenuous workout.
 - Write down how they felt and what they looked like after the activity.

b) Identify and explain the process of muscles working in pairs

Muscles

There are over 600 muscles in the body and these make up about 40% of body weight. Muscles are used when you move, breathe and even when standing still. Bones are moved at joints by the contraction and relaxation of muscles attached to them.

Muscles that are used to control movement consist of bundles of long, thin cells called muscle fibres. Each bundle of fibre is held together by a tough sheath. A similar sheath round the outside holds the whole muscle together. At each end of the muscle are connecting sheaths that join together forming the tendons which anchor the muscle to the bone. Muscles are attached by the tendons to bones on either side of a joint. Most muscles only work across one joint of the body. Some muscles work across two joints, such as the hamstrings, which work across the hip and knee joints.

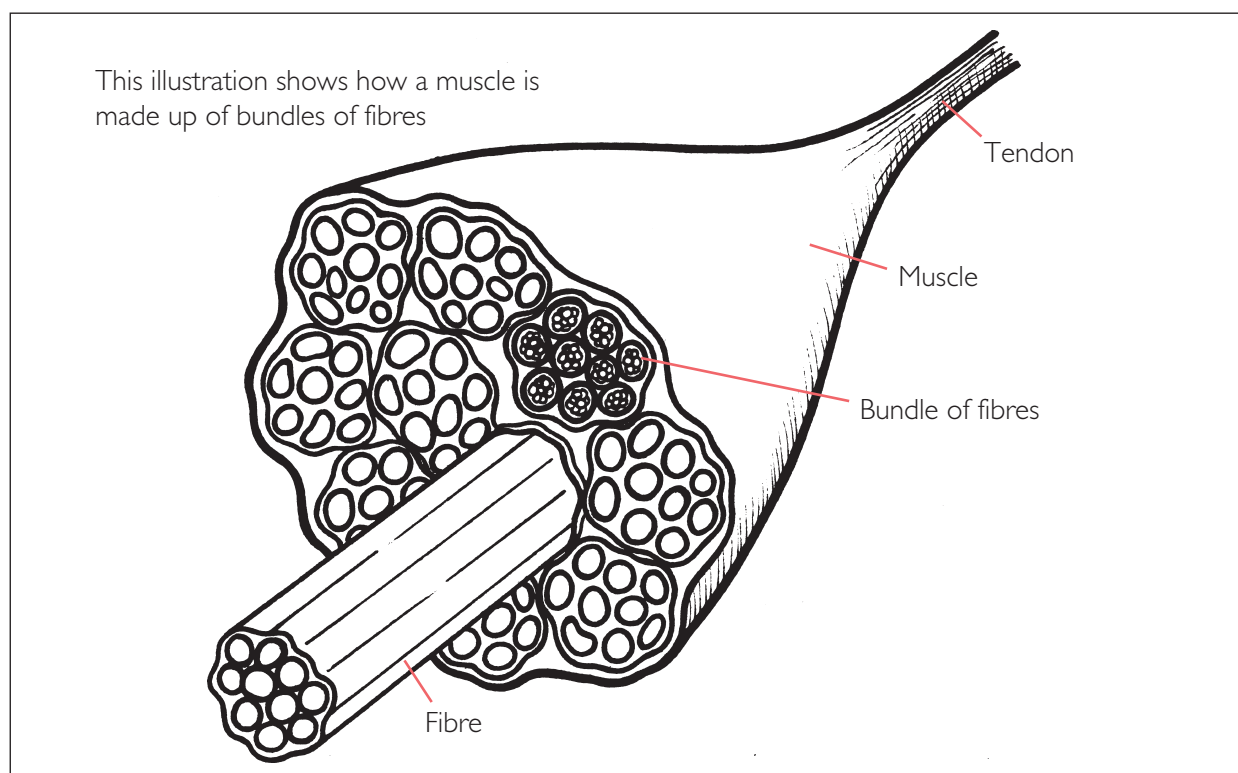


Figure 10.2.5 Inside a muscle

Movement is caused by muscles pulling on a bone. Muscles can only pull, they cannot push. This is why most muscles are arranged in opposing pairs. When one muscle tenses and contracts, its partner relaxes and stretches to allow movement. If both muscle groups contract at the same time and with equal force the joint is fixed and there is no movement. The elbow joint is a good example of opposing muscle groups. The biceps muscle bends the arm at the elbow and is opposed by the triceps muscle which straightens the arm.

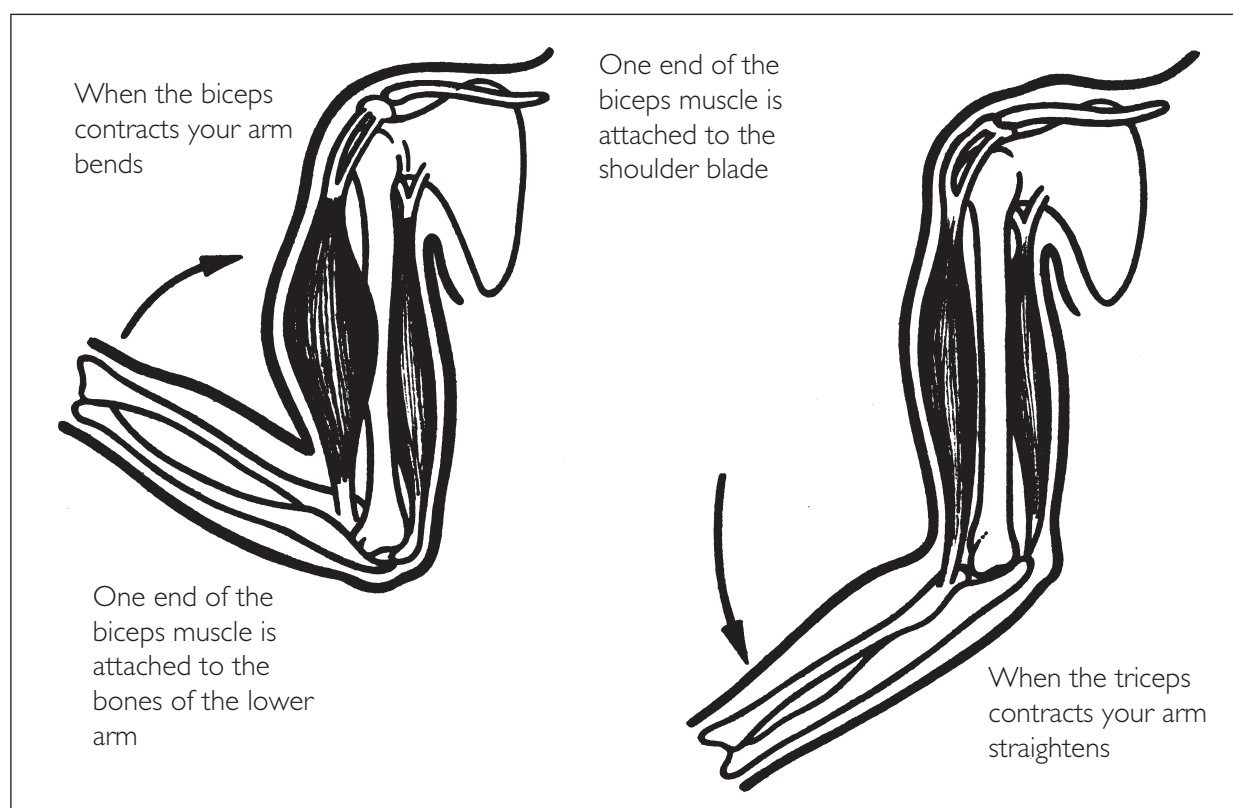


Figure 10.2.6 Muscles in the upper arm

Activity 11: Muscles

- 1 Have a chart showing the muscle system, and explaining how the muscles contract and extend.
- 2 Have a student perform various actions, for example, kicking a rugby ball, picking up an object, etc.
- 3 Get the class to describe the action in terms of muscles.
- 4 In pairs, one performs a movement and the other names the muscle involved.

c) Process of how the heart circulates oxygenated and deoxygenated blood to allow movement to take place

The heart is a large pump made of muscle known as the cardiac muscle. The heart works continuously night and day pumping blood around the body. Every muscular contraction of the heart is called a heartbeat. When exercising, the muscles need more oxygen so the heart beats faster to pump more oxygenated blood to them. This increase in heart rate is from a resting level to a maximum rate which varies from individual to individual and can be over 200 beats per minute. This heart rate can be best felt in the pulse at the wrist (the radial artery) or at the side of the neck (the carotid artery). Training has the effect of not only making the heart beat faster, but also to increase in size so that it can pump more blood with each beat. Training increases the size, thickness and strength of the heart muscle and the size of the chambers inside the heart, so that the whole heart gets bigger and stronger.

The Blood Vessels and the Blood

The blood travels around the body through a network system of tubes called blood vessels. Arteries are the blood vessels that carry blood away from the heart. Arteries divide into small capillaries which enter into all body tissues so that the blood supply is close to every cell in the body. These capillaries are where all the material transported to the cells is transferred and where all the waste products are taken into the blood to the heart. Training has the effect of increasing the number of capillaries in the muscles, which means they can work more efficiently.

Blood carries chemicals and other substances around the body. Blood is important for:

- Carrying oxygen from the lungs and food from the digestive system to the cells of the body. Red cells in the blood transport oxygen.
- Carrying carbon dioxide from the cells to the lungs, where it is removed and breathed out of the body.
- Carrying waste materials from the body tissues to the kidneys from which they are excreted.
- Preventing infection by healing wounds and fighting germs.

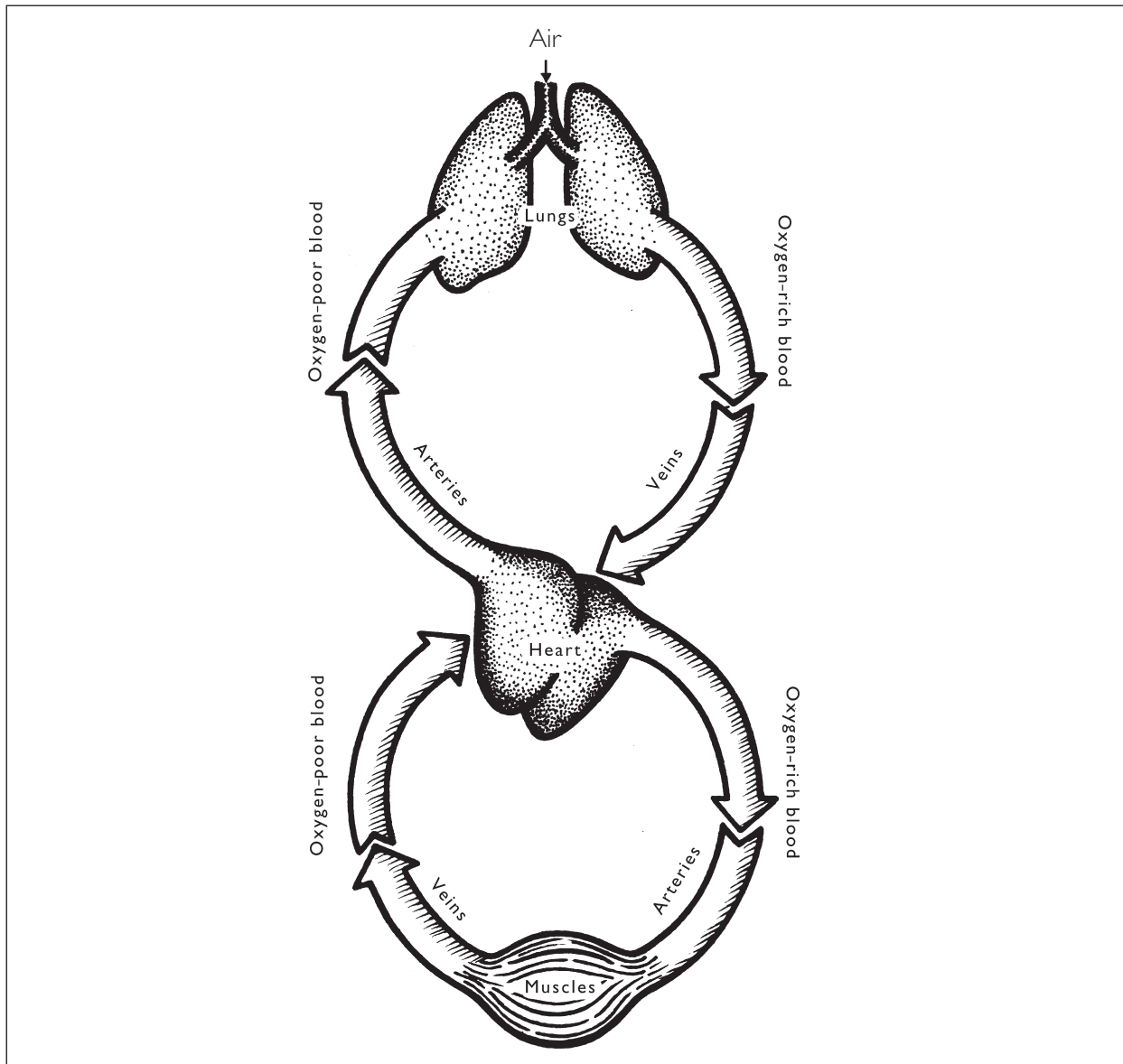


Figure 10.2.7 The cardiorespiratory system

d) Importance of recovery in training

Fitness improves as a direct result of the correct relationship between loading and recovery.

When the same training load is applied to an athlete, there is an initial increase in fitness to a certain level and then the athlete remains at that level. Once the body has adapted to a particular training load, adaptation stops. If the training loads are too far apart the athlete's fitness level will keep returning to original levels. Widely spaced loading will produce little or no fitness improvement.

Different training loads have different effects on an athlete's recovery. Too much training load causes incomplete adaptation and the athlete will have problems with recovery from the training stimulus. These problems with recovery can be cumulative. This occurs when the loading is repeatedly too great or too closely spaced. The decline in performance caused by incomplete adaptation is one of the most obvious symptoms of over training. If this occurs, proper recovery time should be allowed and the training loads reduced.

Training Ratio is the ratio of load to recovery. To produce optimal levels of improvement in both fitness and performance it is important to determine the correct training ratio for an individual athlete. For a young athlete the ratio may be 1:4, while for a mature, experienced athlete it may be 1:2. In practical terms the recovery is not necessarily a complete rest, but could be a lighter or easier training load.

e) Effects of over training

Over training can cause muscle fatigue. Fatigue can be defined as the state of discomfort and decreased efficiency resulting from prolonged or excessive exercise. What causes muscle to fatigue? One factor which has been identified as having a strong link is the 'accumulation of lactic acid' within the muscle. Lactic acid is a naturally occurring substance in the blood and muscles. During exercise of medium and high intensity the level of lactic acid present in the muscles also increases. Too much lactic acid can interfere with the muscle's ability to contract or move and performance will therefore be reduced. We have seen that lactic acid levels in the muscles increase when the intensity (effort) of the exercise increases. Another way lactic acid levels will stay higher is when training sessions are longer and/or when the number of training sessions is frequent. Lactic acid is also responsible for general stiffness and soreness if not removed through proper warm-down activities.

Another factor known to cause muscle fatigue is the depletion of muscle glycogen (glucose) which is used to produce energy and/or the depletion of Adenosine Triphosphate (ATP) needed by muscles to contract or move.

Carbohydrates or energy foods are converted into glucose during digestion and taken to the muscles to produce energy (ATP). Without this energy muscles would not be able to move or contract. So a low amount of glycogen (glucose) in the muscle can cause muscle fatigue as muscles won't be able to perform or contract efficiently.

f) Puberty and effects of physical activity on males and females

Growth spurts

Growth spurts occur when the rate of growth increases rapidly. The most important growth spurt is the one that occurs at puberty. This spurt produces a rapid increase in both weight and height.

The peak of this growth spurt occurs at about age 12 for girls and age 14 for boys. Before this growth spurt there are no differences between boys and girls in weight and height. During the growth spurts most of the energy is used for growth. Children tire easily and may not be able to keep up with the intensity of training. Light training will stimulate bodily growth if the child has enough energy.

Differences between boys and girls

The growth spurt and puberty occur at different ages for girls and boys. Girls usually start and finish the stages of puberty and adolescence earlier than boys. The characteristic differences between boys and girls during puberty are the result of changes in hormones produced by the body. For boys, shoulders become broader with no change in hip width, and in girls hips become broader with little change in shoulder width. These changes affect the way boys and girls move.

The sexual development which happens at puberty can bring physical difficulties for the adolescent, as well as mental and emotional concern. At puberty girls start to produce mature eggs in their ovaries. Each month the egg is released, and if not fertilized is released through the vagina as a small amount of blood, known as menstruation or the period. There is no harmful effect from exercise on the body during this time; as a matter of fact exercise helps in reducing menstrual cramps. Teachers should be more aware of and sensitive to the changes the young adolescent is experiencing.

Co-operation, Socialisation And Culture

a) Traditional sports

Traditional sports are games that were played as pastimes by the youths and adults of Sāmoa before outside influence brought in changes to recreational activities. Some examples are lape, lafoga, tauga moa, igavea, seugalupe, etc.

Activity 12: Traditional sports

- 1 Identify and discuss traditional sports that were played and enjoyed by the youths of Sāmoa before the introduction of modern sporting activities.
- 2 Conduct research with the class to find out how these games came into being, who started them, who played them, if there were different games for different classes of people, e.g. seugalupe. Was this sport played by everyone, or was it just for the matais?
- 3 What sport resembles the gladiatorial games of the ancient Romans?
- 4 Get the class to practise these sports.
- 5 Have a culture day where traditional sports are part of the programme.

b) Modern sports

What are modern sports?

Modern sports are games that have been formally organised in a way that there are special rules and regulations that govern the way the sport is played and officiated. A specially elected group of people who are interested in the administration and organisation of the sport usually governs these sports. They organise inter-club competitions and run the day to day affairs of the organisation or association. Modern sports have at the head of their organisations international bodies that decide on any changes that are to be made in rules and regulations.

In Sāmoa, the majority of the sports played were introduced by British, American or European settlers. Some sports were introduced by local athletes returning from overseas.

Activity 13: Modern sports

- 1 Students are to select a modern sport and conduct research on its origin and how it was introduced to Sāmoa. Who introduced it and when was it introduced? What is the present set up for that sport?

c) Female and male sports role models

Activity 14: Role models

- 1 Identify a top male and a top female athlete who have a great influence on the young people of Sāmoa.
- 2 Conduct interviews on their roles as sports people.
- 3 Invite them to visit and give a talk on their achievements.

d) Sāmoan and English Cricket

Activity 15: Cricket

- 1 Examine the similarities and differences between English and Sāmoan cricket.
- 2 Examine the changes that were made and how the game was adapted to suit the Sāmoan culture and tradition.
- 3 Find out which Sāmoan game was similar in nature to the English cricket and then adapted.
- 4 Play a game of Sāmoan cricket.
- 5 Play a game of English cricket.

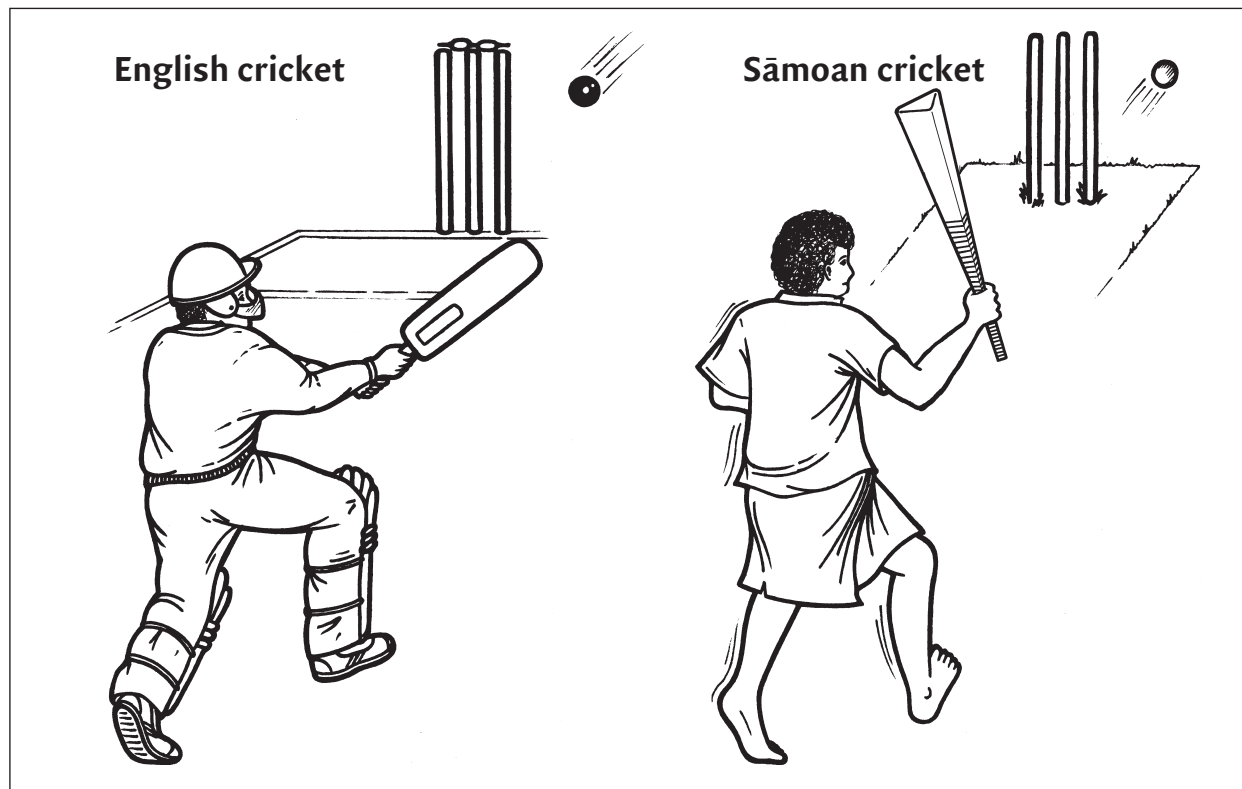


Figure 10.2.8 English and Sāmoan cricket

e) Olympic Movement

The Ancient Olympic Games

The Ancient Olympic Games began around 776BC in Athens, Greece. These games were held every four years on Mt Olympus, the sanctuary of the Greek gods, and were part of a major religious festival in honour of the chief god, Zeus. Only free men who could speak Greek were allowed to participate in these games. Females had their own games known as the Heranean Games in honour of the goddess Hera. These games were held separately from those of the men.

The Olympic truce

A truce or peace treaty was announced before and during each of the Olympic festivals to allow visitors to travel safely to Olympus. An inscription describing the truce was written on a bronze discus which was displayed at Olympus. During the truce, wars were suspended, armies were prohibited from entering or threatening the Games and legal disputes and the carrying out of death penalties were forbidden.

Modern Olympic Games

The revival of the modern Olympics was credited to the Frenchman, Baron Pierre de Coubertin. He believed that international competitions between amateur athletes would help promote friendly relationships between people from different countries. These games, like the ancient games, are held every four years. The first modern Olympic Games were held in Athens in 1896.

The Olympic Flag

The Olympic flag or symbol is made up of five different coloured rings: blue, yellow, black, green and red. These intertwined rings were designed in 1913 by the founder of the modern Olympic Games, Baron Pierre de Coubertin. The five colours together with the white background were said by Coubertin to:

‘represent the five parts of the world now won over to Olympism and ready to accept its fertile rivalries. Also the six colours thus combined represent those of all nations, with no exceptions. This is a real international emblem.’

The flag was made in Paris, the birthplace of de Coubertin, and was first hoisted in 1920 during the Antwerp Games.

Olympic Flame

The Olympic flame, which symbolises the endeavour for perfection and the struggle for victory, was first introduced to the Olympics at the 1928 Amsterdam Games. The first torch relay was organised and run in Berlin in 1936. As the result of a suggestion by the German Theodore Lewald a torch is lit at Olympus in Greece, the home of the ancient Olympics, and then carried by relay to the host city. The last runner, carrying the torch, runs into the main stadium at the time of the opening ceremony. The Olympic flame is then lit and allowed to burn throughout the Games until it is put out during the closing ceremony.

Olympic Message

At the Games of the Fourth Olympiad in 1908 de Coubertin heard the sermon of the Bishop of Pennsylvania in a service marking the Games. The sermon inspired the idea for Baron de Coubertin’s Olympic message, the words of which have been displayed on the scoreboard at every modern Olympic Games since.

‘The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.’

Olympic Oath

Just as the ancient Greek athletes had to swear an oath to play fairly, so too do the competitors in the modern Olympic Games. The oath was written by Baron de Coubertin and is repeated at the opening ceremony by an athlete from the host country on behalf of all the athletes.

‘In the name of all competitors, I promise that we will take part in these Olympic Games, respecting and abiding by all the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams.’

Competition officials swear a similar oath.

Olympic Spirit

Juan Antonio Samaranch, past President of the International Olympic Committee (IOC), stated that the Olympic Games ‘pay tribute first and foremost to the athletes. By demanding the best of themselves they encourage us to excel; by reaching the limit of their capabilities, they push back the limits of mankind.’

The main aims of the Olympic movement are:

- To promote the development of those physical and moral qualities which are the basis of sport.
- To educate young people through sport in a spirit of better understanding between each other, and of friendship, thereby helping to build a better and more peaceful world.
- To spread the Olympic principles throughout the world, thereby creating international goodwill.
- To bring together the athletes of the world in the great four-yearly sports festival, the Olympic Games.
- One of the major aims of Olympism is ‘to improve the human race, not only physically, but to give it a greater nobility of spirit, and to strengthen understanding and friendship amongst peoples’ (Sigfrid Edstrom, President of the International Olympic Committee 1946–1952).

The Olympic movement is administered by the IOC and is responsible for the promotion of Olympian ideals around the world.

Activity 15: Olympic movement

- 1 Trace the origins of the Olympics from the Ancient Greeks to the present day.
- 2 Who is the founder of the Modern Olympics?
- 3 What were the ideals of the movement?
- 4 What is the IOC?
- 5 What are its functions?
- 6 What impact does it have on the islands of the Pacific, Sāmoa in particular?
- 7 Do a class project on the movement.

f) Identify drugs in sport

One of the greatest threats to fair competition in all sports is the taking of drugs that are made to enhance performance. They are a form of cheating, based on a 'win at all costs' philosophy. Drugs can produce long-term medical problems for athletes who take them. These drugs are banned worldwide, and there are international rules that are set down to help abolish the use of performance-enhancing drugs.

NOTE TO TEACHERS

For this section invite a member of the Sāmoa Athletic Association to give a talk on the issue of drugs and sport and whether it is a problem in Sāmoan sports.

Year 10

Unit 3: Active Interpersonal Family Health

Relationships Between Family Members

NOTE TO TEACHERS

The aim of all the AO's are to do with relationships (*va nonofo ma va fealoaloai*) between family members. It is important for students to understand the need to have good communication and good relationships with their parents, siblings and the other people in their household. In this section you are encouraged to explore and look at relationships from a cultural, spiritual and worldly point of view.

It is important for students to understand why their parents expect them to be obeyed and have things done a certain way. As Sāmoan children, they are brought up to obey their parents without question. However, it is important for them to understand their parents' point of view. It is also important for students to find ways to make their views known to their parents.

Help the students realise that good relationships need to be worked at. Everyone has to try their best to get on with other people. Teenagers cannot continue to be disobedient, moody, not help around the house, do badly at school and expect their parents and siblings to always be nice and kind to them. Likewise, parents cannot continue to stay long hours at work every day, leave kids on their own most of the week, not talk to their children except in passing and expect to have well behaved, happy children. There is an element of give and take and of putting others first in developing good relationships.

You are free to plan activities and cover this section the best way you think will be right for your students. Some suggested activities are given.

a) Discuss the importance of communication in parent/child relationships

- Have your students write down these headings, concerning information about themselves, on two pieces of paper: favourite colour, favourite food, a good habit, a bad habit, type of music I like, best friend, name of class teacher. Have the student fill in one and take the other one home for their parents (or mother) to fill in. Get the sheet back from the parents and compare answers. Is there good communication between the student and his/her parents. How well do the parents know their children? Suggest to the students that perhaps they should make the effort to let their parents know how they feel and think about things – what you sow is what you reap. O le mea e te luluina e te toe seleseleina.

Different ways we show love and affection



- by our body language
- by our smile and the way we look at someone



- by our touch
- by reaching out with our hands to help someone



- by our words – kind sweet affectionate words show love



- by the tone of our voice – kind, gentle and soft, not raised, angry or rude

Kisses
 Congratulations
 Love
 HUGS
 Help
 Compassion
 Generousity
 Giving
 Encouragement

- by our actions – a pat on the back, a hug, an embrace, or a kiss
- by doing things for other people and not just for yourself



Figure 10.3.1 Different ways we show love and affection

b) Examine respect for God, others and self**c) Identify the activities where their family comes together on a daily basis to communicate**

- For the two AO's above, have the students discuss who God is. Do they believe in God? How do they show respect for God? How do they show respect for others and themselves?
- Discuss the value of the Lotu Afiafi poo le mafutaga afiafi as a means of communicating with each other in the household.
- Identify any other family activities that encourage good communication amongst the family.

d) Explain what a role model is and identify who the role models are in their life

- A role can be a thing that we do or a special part we play in a play or a concert, e.g. during Lotu a Tamaiti the children have different roles to play in the stories and plays they act out. In real life, our role is the part we play, or the usual or customary function we perform, in our family. A role model is usually someone that we imitate or try to be like because we admire them or see them as the best in whatever job or role they have, e.g. mothers tend to be role models for girls as they are growing up and fathers for boys. As we get older our role models change. Teenagers start having film stars or pop singers as their role models.
- Have the students discuss who their role models are and say why these people are their role models.

RESOURCE

Refer to the Food and Textiles Technology students' textbook for Year 11, *Food & Nutrition and Caring for the Family* for information on role models in the family.

e) Discuss the concepts of feagaiga and va fealoai in the context of the family**f) Demonstrate how respect and obedience are shown to other family members**

- Discuss the above two AO's together.
- Have your Sāmoan Culture teacher come and talk to your students on this topic.
- Explain what the 'feagaiga' relationship between brother and sister is. How does it work? What is the value of this relationship or covenant? Is this where the saying comes from 'o le iomata o le tama lana tuafafine'. Ask the students whether their parents are bringing them up so they understand and practise the covenant and maintain respect between brothers and sisters.

g) Identify reasons for conflicts and discuss ways of dealing with conflicts within a family (e.g. between siblings, between parents and children)

- Have the students brainstorm the different reasons for conflicts in the family.
- Conflicts are fights, struggles or disagreements that occur amongst family members.

RESOURCES

Access the following resources for this section.

- 1 Refer to the Food and Textiles Technology students' textbook for Year 11, *Food & Nutrition and Caring for the Family* for information on 'Steps for Coping With Conflict' (changes) within the family.
- 2 Inquire of your principal if the school has a copy of the Food & Textiles Technology IST Module 3: I Belong to a Family.
- 3 Inquire if you can borrow the video 'O Tamaiti' from the Pacific Children's Project of the Ministry of Women's Affairs, Social & Community Development, Sogi.

Acceptance Of Others

NOTE TO TEACHERS

The main aim of these AO's is to emphasize the need for people to accept each other as they are. It is important for the health of young people that they accept themselves, their looks, their body shapes and sizes and not worry about what others think. You will also look at the term gender and discuss what this means. Some of the issues you will be discussing are quite sensitive so make sure you use the guidelines you have developed for 'Sharing in a Safe Environment'.

a) Identify stereotypical gender roles

- **Definition of gender roles** – The term gender roles refers to the different roles of males or females, as determined by the particular society and culture in which they live. Gender affects expectations the society has regarding the sexual behaviour of boys and girls, as well as their responsibility for contraception and unplanned pregnancy. Gender roles are learned and can change over time.
- **Here are the main differences between sex and gender**

Sex	Gender
● Sex describes whether we are male or female	● Gender describes the way we express our masculinity or femininity
● Sex is biological – it is the physical characteristics we were born with	● Gender is socially constructed – it refers to the roles, responsibilities and behaviours expected of men and women in a given culture or society
● Sex is universal – sexual characteristics are the same all around the world. Men have penises and women have vaginas in every country	● Gender is cultural – elements of gender vary between and within cultures
● You are born with your sex – it cannot be changed.	● Gender roles are learned – they change over time.

b) Discuss the role of the 'faafafine' in the family and community

- Have the students brainstorm what they believe are the characteristics of a person who is known as a faafafine. What are the most common things about boys or men who call themselves faafafine?
- What are the sex and gender of the faafafine?
- What is the role of the faafafine in the family and community?
- Why do faafafine have an accepted gender role in Sāmoa?
- Read through these stories which explain how some people say the faafafine gender roles began for some boys.
- An old Sāmoan lady told the first story which is about why her son who was a faafafine was carrying out roles and duties normally carried out by girls in other families.

'Her son Pita was the youngest of four boys and when he was born he looked more like a girl than a boy. He was fairer and had finer features than her other sons. As he grew up he was not as strong and tough as the others and always stayed close at her side. She started to ask him to help her do the chores in the house just as she would a daughter. As he grew he became more like a girl in the way he talked and acted as he carried out the duties assigned to him. He was treated like a girl in the chores and roles played in the home, but he was still a boy like her other three sons.'

'An old man explained that they had a faafafine who lived at their house to help with their chores as his wife became sick and couldn't do the work as she had before. The faafafine was a relative whom they had asked to come and help. They liked him because he could carry out women's chores but he was stronger than a woman. He could do the heavy carrying of chairs and other chores that the old man had to come in before to do for his wife.'

The sexuality of faafafines is something that people don't really discuss because for most Sāmoans the faafafine is a part of the Sāmoan way of life, and they only see them in terms of their roles in the household. However, in overseas countries the gay movement believes that Sāmoa is a gay paradise because we openly accept faafafines who are homosexuals.

- Do the students believe that all faafafines are homosexuals – that is, they like men sexually rather than women? Or do they think they are just men who like to wear dresses and act like women, but have no sexual preferences?
- Have the students discuss this issue and remember that whatever thoughts we have on the subject it is important to remember that faafafines are people with thoughts and feelings, too, and we should be sensitive to how they feel and do things, and continue to accept them as valuable members of our community.
- You can invite a member of the Faafafine Association to come and talk to the class.
- You can also have a teacher watch out for weaker boys who may be at the mercy of stronger and bigger bullies at school.

c) Debate whether roles for girls and boys in families should stay the same

- Have the students carry out this debate.

d) Explore two mental health issues affecting teenagers

- Have the students work in small groups to find out about any mental health issues related to teenagers and report back their findings to the class. Have them hand in a written report.

e) Explore ways in which students can contribute to the well being of special needs students and vice versa

- Have the students discuss how they can contribute to the well being of special needs students and vice versa. Identify if there is anyone in the school they can help.

Factors Affecting Behaviour

NOTE TO TEACHERS

In Unit 1 we looked at pressure, but from the perspective of the individual student and his life apart from the family. In this unit we will look at the pressures on the student as a member of a family.

a) Define peer pressure and how it can affect an individual

- Refer to Unit 1 for the definition of peer pressure. Have the students discuss how their friends, and what they want to do, can put pressure on them as family members.

b) Define and discuss acceptable or non-acceptable behaviour in their own family context

- Each family will have what is considered to be acceptable behaviour and what isn't. There is no one right or wrong way.
- Have the students write down what is acceptable behaviour for their family at meal times. Now have them turn to their neighbour to see what their acceptable behaviours are. How different are these? Are there similarities?
- The thing to emphasize to the students is the need to understand that people are different and families are different, so there should be no pressure on students to try to be like others, or to be ashamed that their family may not have the things another family has.

c) Discuss how family pressure can affect Year 10 students

- Have the students discuss as a group what the family pressures are that are on them or what are the expectations that their families have of them that they may feel pressured about?
- Write these down on newsprint and discuss with the students ways to get rid of these pressures.

d) Examine relationships between family members and friends

- Many teenagers have problems with their families not accepting their friends, especially friends of the opposite sex. This often puts pressure on the relationships within the family – between parents and student or between the student and his/her friends.
- Have the students discuss and share ways that they deal with this situation if it is happening in their lives.

e) Explain how choices can result in negative and positive behaviour

- Our behaviour can be changed from being negative to positive. Every choice we make can result in something negative or something positive. Our behaviours are reinforced by our choices. Therefore, if a behaviour is positive that is great, but if it is negative it can get worse unless we decide to change our choices. Take a person who is always late to class. Why? – he **chose** to sleep in. He **chose** to stay up late watching rugby. He **chose** to shower for 30 minutes rather than 10 minutes. Every action we do is actually a **choice** we make, and we need to accept responsibility for our choices and stop blaming other people or circumstances for our bad choices and bad behaviour.
- Explain to the students how their choices can result in negative or positive behaviour. Have them identify one bad behaviour and start to work out how they can make changes in their choices so that they turn around the negative to become a positive behaviour.

NOTE TO TEACHERS

You are in a great position to be a peacemaker, or a person that can improve relations between your students and their parents or family. Remember to take note of any students who share with you that they are feeling really pressured at home, or any other issues that come up. When you meet the parents during PTA meetings perhaps you can discuss some of these issues with them. Many parents are unaware of what their children are feeling or going through and may appreciate your discussing these issues with them.

Factors Affecting A Healthy Environment**NOTE TO TEACHERS**

The emphasis here is to enable the student to live in a healthy environment. The AO's touch on some of the external issues that can affect the personal environment of a student.

a) Identify their parents' participation in sport as teenagers

- Have the students interview their parents to find out what sports they were involved with as teenagers. The students then compare their present sporting participation with that of their parents.

b) Examine the effects of advertising of tobacco and alcohol

- Have the students carry out a quick survey to find out if advertising promotes smoking and drinking alcohol. Have everyone in the class ask five people the following questions. Ask them to bring their results and put them up on newsprint where everyone can see. Work out the percentage of people surveyed who were influenced by advertising to smoke or drink. Work out the percentage of those who smoke, compared with those who don't.

Questions:

- 1 Do you smoke? Yes /No
- 2 If yes, what made you start _____
- 3 Do you drink alcohol? Yes/No
- 4 If yes, what made you start? _____
- 5 Were you influenced by advertising to drink or smoke? Yes/No.

c) Discuss the effects of poverty on a family

- Have the students write a one page essay on this topic.

d) Examine the effects of chemical sprays on the environment

- Have a science teacher come and discuss the effect of chemical sprays on health, or ask someone from the Agriculture Department.

e) Define mental health issues and whether there is a negative stigma attached to these illnesses

- Ask the students if they have noticed or observed any people in Apia who may have mental problems. What have they noticed about their behaviour?
- How do people react to mental illness in Sāmoa in general? Is there a stigma (mark of shame) attached to mental illness?

f) Explore the opportunities that family members have to enhance the physical, emotional and spiritual environment of a family

- Have students work with their families to produce a plan of how the family can contribute to improving its own physical, emotional and spiritual environment.

Year 10

Unit 4: Active Community Health

Personal Promotion Of Health In The Community

NOTE TO TEACHERS

The main emphasis of this aim is to encourage students to promote health and fitness in their community. They can do this by being involved with community activities that promote health and fitness, or by using the resources that are available in the community that promote health and fitness.

a) Classify their hobbies and the types of activities they are involved in and evaluate what percentage of these actively promote health and fitness

What are hobbies?

Hobbies are leisure activities that you enjoy doing as a pastime.

Examples of hobbies include: reading, dancing, swimming, climbing mountains, playing cards, weaving, painting, photography, playing games, sewing, making handicrafts, collecting stamps, going to the plantation, etc.

Activity 1: Hobbies

- 1 Explain what is meant by hobbies.
- 2 Discuss the different pastime activities students are involved in.
- 3 Have each student make a list of 10 activities that are his/her hobbies.
- 4 Now classify them as hobbies that involve a lot of physical movement, or ones that involve very little physical movement.
- 5 How many out of the 10 hobbies are physically active? Calculate the percentage of physically active hobbies.
- 6 What is your evaluation of the percentage of active hobbies? Is it high or low?
- 7 Is it possible to become more physically fit by changing your hobbies?

b) Demonstrate different methods of improving personal fitness

Activity 2: Personal fitness

- 1 Discuss various forms of keeping fit (see Unit 2 for suggestions).
- 2 Have students think about some ways they can add physical activities to their daily routine, e.g. walking one day a week to school and not taking the bus.
- 3 Take the class on a fun run.
- 4 Investigate what facilities are available in the community for the promotion of fitness activities.

c) Describe specific occasions when they have promoted health and fitness in the community

- Ask students if at any time they have helped promote health and fitness in their village or community.
- If yes, what type of activities?
- If they have never done anything like this, then ask the students to start planning for something they want to do.

d) Investigate the programs or projects that are in place in their village to promote good health and fitness. For example, water tanks, first aid boxes, rubbish collection, etc**Activity 3: Promoting good health and fitness**

- 1 Students to do a survey of what health promotion projects are found in their village, e.g. water tanks, first aid boxes, rubbish collection, etc.
- 2 Discuss different methods of investigating, e.g. observations, interviews, discussion, inquiring through letter writing.
- 3 Students to report their findings through oral presentations and written reports, etc.

Utilising Community Resources For Health And Fitness**NOTE TO TEACHERS**

In this section Achievement Objectives a), b), c) and d) can be taken together as one unit.

a) Compare and contrast the benefits and accessibility of the different sporting or physical exercise facilities available in the community

- Have the students discuss and identify some of the new physical exercise facilities in Upolu, e.g. Faleata Golf Course, soccer field.
- Decide as a class which facilities they would like to visit.
- Arrange to take students on a visit to some of these facilities.
- Discuss with the students how they can make arrangements for a visit, e.g. through telephone contact, writing a letter requesting permission for a visit, face-to-face contact.
- Do a letter writing exercise.
- Have a 'mock' telephone interview.
- Do research to find out about the history of the facility.
- Who does it belong to?
- Does the Government assist in its maintenance?
- What would be the main barrier to utilizing this resource?

b) Explain why the different facilities have a different appeal and clientele

- 1 Who uses these facilities? The clientele?
- 2 How does one become a member?
- 3 Are there any restrictions on membership?

c) Identify the main hindrances to the utilization of various sporting and physical exercise facilities available in Sāmoa

d) Make recommendations on how these community resources for sports and physical exercise could be more accessible to young people in the community

Activity 4: Accessibility of sports and exercise resources

- 1 Find out what new facilities are being planned, e.g. the sports complex at Siusega.
- 2 What are these for?
- 3 Who would get access to these facilities after the South Pacific Games?
- 4 What impact do these have on the people of Sāmoa? Pros and cons.
- 5 What plans are in place for the maintenance and continuous utilization of the facilities after the South Pacific Games?

Make recommendations on how these facilities could be made more accessible to the public, especially youths.

RESOURCES

You can contact the Sāmoa Sports Federation in Central Apia.

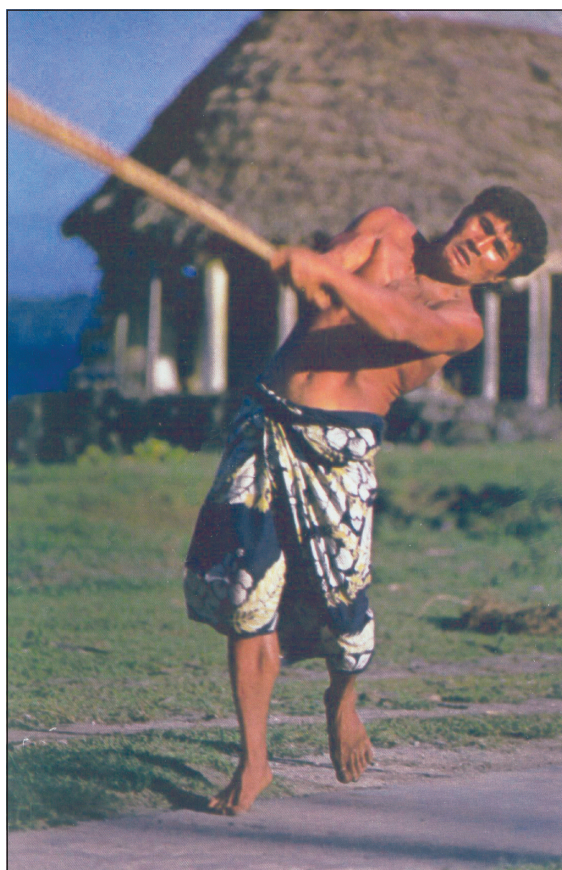


Figure 10.4.1 Sāmoan cricket is found in almost every village



Figure 10.4.2 Dancing is an enjoyable means of keeping fit



Figure 10.4.3 Stay fit with Sāmoan dancing

Rights, Decision Making And Responsibilities, And The Law

a) Identify good principles for maintaining health and fitness

Some examples of good principles that will help in maintaining health and fitness:

- regular exercise
 - getting enough rest
 - good nutrition
 - drinking a lot of water, especially during physical activity.
- 1 Have the students identify what they believe are good principles for maintaining health and fitness.
 - 2 Explain why they have chosen these principles.

b) Relate the above principles to health rules, regulations or policies

- How are these principles related to health rules, regulations or policies?
- Take a look at the Good Dietary Guidelines that are produced by the National Nutrition Centre of the Health Department. Do they recognize any of the principles they have chosen?

Dietary Guidelines for Good Health

- eat fresh local food every day
- eat a variety of foods every day
- eat fresh fruits and vegetables every day
- drink fresh, clean water
- eat sugar and sweet foods in moderation
- eat less fat and fatty foods
- use less salt
- exercise regularly
- keep a healthy body weight
- feed babies with breast milk
- don't smoke
- don't drink too much alcohol.

c) Discuss whether there is a 'gender preference' regarding participation in different sports or physical activities

d) Examine gender issues that may discriminate against women participating in sports or other physical exercise programs in Sāmoa

NOTE TO TEACHERS

These two AO's can be covered together.

Activity 5: Gender issues

- 1 List all the sports played in Sāmoa.
- 2 Identify which sports are predominantly male and which are predominantly female.
- 3 Discuss reasons for this preference.
- 4 Are there any restrictions to these preferences?
- 5 Is there any sport today that discriminates against a particular gender?
- 6 What issues would result in discrimination against women playing a male-dominated sport such as rugby? Discuss and debate.

e) Discuss the food safety and hygiene issues related to school canteens and food vendors

Activity 6: Food safety and hygiene

- 1 Organise a debate on the following topic: food vendors should not be allowed on school premises.
- 2 Discuss the main health problems associated with food vendors.
- 3 What school regulations should be put in place to ensure the safety of food being sold?
- 4 Should a Health Inspector approve a food vendor before he/she is permitted to operate?

RESOURCE

The 1967 Food and Drug Regulations – available from the Legislative Department at Mulinuu. This outlines all the laws regarding food.

Cultural And Community Activities That Encourage Health And Fitness

a) List cultural activities that have a positive impact on health and fitness

- List all the cultural activities that have a positive impact on health and fitness, e.g. traditional aufai pese and dancing, the Keep Sāmoa Clean campaign, Tumama Committees in the villages, youth groups sports days, etc.

b) Describe the type of community activities that encourage health and fitness

- Any community activity that will benefit the users in getting fit, losing weight and being happy can be included in the list of activities. A totally healthy and fit person has a good mind, physically fit body, controlled emotions and is spiritually sound. Therefore many community activities can be classified as encouraging, e.g. church, preschool playgrounds, rugby fields, beach/sea, etc.
- Have the students go back and revisit their lists. Make sure they list everything that they can think of.

c) Discuss the importance and the contribution of agricultural production to the promotion of health and fitness in the community

- Sāmoa's economy is based on agriculture. More than 50% of our people, mostly men, are actively engaged in some form of agricultural activity. Plantation work includes planting, weeding, harvesting and pruning crops. Every crop grown like taro, cocoa, bananas, yams, taamu, fruit trees, etc. takes physical labour to produce. Have you noticed that we have very few fat farmers? Why do you think that is the case?
- The type of agriculture that is practised in Sāmoa is labour intensive. It is hard work growing taro. Most of the work is still done by hand. Most of the transporting of crops from the plantation to the village is still done by manual labour.
- Read out the information given to the students.
- Have the students discuss the health and fitness benefits of being involved in the agricultural sector. Do you think a farmer will need to go to gym after he comes home from work?
- Have the students discuss and compare a farmer's job with other jobs that people do in the country. From a health and fitness perspective, which is more beneficial?
- Have the students discuss a hypothetical situation, such as what the health status of Sāmoa would be like if more than 50% of the men were engaged in accounting.

d) Explore migration patterns in the country and discuss the positive and negative effects of migration on the health of people

- Have the students discuss what migration is.
- Where is most migration taking place in Sāmoa?
- Explain the negative and positive effects of migration. Does it have more negative than positive effects?
- Make a list of some of the negative effects and explain how it affects the health and fitness of people, e.g. people coming from rural areas to Apia, causing overcrowding.

e) Examine how good working relationships between the Public Health Nurses, the Traditional Birth Attendants (TBA's) and Taulasea (traditional Sāmoan healers) encourage good health and fitness for Sāmoans

- Find out how many students have had fofos or been to a taulasea for treatment before.
- Discuss with the students the value of having alternative forms of health care in the community, especially when there is a shortage of medical care, as in the rural areas.
- Have a guest speaker from the Health Department to talk about how the nurses link up with the TBA's in the villages. Ask if there are any links with the Taulasea.
- You can arrange a field trip to visit some of the alternative health centres like the Roseberg Clinic, or one of the factories where they process Nonu Juice.

Appendix I – Sāmoa Secondary Schools Fitness Test Battery

Introduction

Soifua maloloina – The health and well being of students at secondary school level is often measured by anecdotal evidence and indicated by a strong population roll of students at secondary school level. The 2004 Sāmoa Secondary Schools Fitness Test Battery is a simple series of physical fitness test protocols, which can provide valuable information on the state of the physical health and well being of all students from Year 9 to Year 13 in Sāmoa.

Objective

The Sāmoa Secondary Schools Fitness Test Battery (SSSFTB) is a series of simple test protocols to measure and monitor general physical standards of each student to inform interest and scientific data on their own physical health and well-being.

The Sāmoa Secondary Schools Fitness Test Battery

The SSSFTB was designed with the teacher in mind to administer the test battery to approximately forty students during one physical education teaching period of up to forty minutes.

- 1 Height test – Measuring the height of each student
- 2 Weight test – Measuring the body mass of each student
- 3 Flexibility test – Sit and Reach test
- 4 Strength test – Body Bridge Hold position
- 5 Muscular endurance test – sit-ups – 3 x 30 seconds
- 6 Multi-stage fitness test otherwise known as the Beep test.

The Sāmoa Secondary Schools Fitness Test Battery				
Year 9	Year 10	Year 11	Year 12	Year 13
1 Height	1 Height	1 Height	1 Height	1 Height
2 Weight	2 Weight	2 Weight	2 Weight	2 Weight
3 Flexibility test	3 Flexibility test	3 Flexibility test	3 Flexibility test	3 Flexibility test
4 Strength test	4 Strength test	4 Strength test	4 Strength test	4 Strength test
5 Muscular endurance test	5 Muscular endurance test	5 Muscular endurance test	5 Muscular endurance test	5 Muscular endurance test
6 Beep test	6 Beep test	6 Beep test	6 Beep test	6 Beep test

What does the SSSFTB measure and why?

The SSSFTB measures:

- 1 Anthropometrics i.e. height and weight to ensure the student is aware of their measurements and the effect on their physical activity output.
- 2 The flexibility of their lower body i.e. sit and reach test – and the impact on their range of movement.
- 3 The strength of their body i.e. Strength test – Body Bridge Hold and the relationship between the ratio of levers and core strength.
- 4 The ability to apply pressure to a muscle group i.e. Muscular endurance – sit-ups completed three times in thirty second periods with a thirty second break between to develop growth and development of muscle groups.
- 5 To monitor the development of the student's maximum oxygen uptake (VO₂ max) i.e. multi-stage shuttle or beep test, to test aerobic fitness and develop a healthy aerobic base for a young and healthy lifestyle.

Resources required to administer tests

A teacher requires:

- Clipboard and pen with various standard SSSBTF test sheets with students' names already printed on.
- Access to a computer to process and save data
- Individual Student cards – (optional).

This could be easily administered in one physical education period (up to 40 minutes-per term for Year 9 and 10 students three times per year and two per year (first and third terms) for Year 10 to 12 students.

Resources Required To Administer Tests	
Type of test	Resources required
Height test	<ol style="list-style-type: none"> a one measuring tape attached to a wall or a wall marked up to 3 metres in cms. b Clipboard to mark the height
Weight test	<ol style="list-style-type: none"> a one set of weighing scales
Flexibility test – Sit and Reach test	<ol style="list-style-type: none"> a one box against a wall with ruler markings from 1 cm to 30 cms on top of the box.
Strength test – Body Bridge Hold	<ol style="list-style-type: none"> a one stopwatch
Muscular endurance test 3 x 30 second sit-ups	<ol style="list-style-type: none"> a one stopwatch
Beep test – Multi-stage shuttle test	<ol style="list-style-type: none"> a one Multi-stage fitness/Beep test cd/tape b one CD/tape player c 6–8 cone markers to measure 20 meters. d a 30 metre measuring tape

Testing Environment

Due to the excessive heat conditions it is important to select a suitable time of day and ensure the testing area is suitable for the students to achieve at their optimal level. It is also important to keep the testing conditions and environment very similar each time the test is administered.

Testing Environment	
Type of test	Environment
Height test	A classroom or shaded field area or gym area
Weight test	A classroom or gym area or shaded field area
Flexibility test – Sit and Reach test	Gym area or against a solid wall structure in the play ground
Strength test – Body Bridge Hold	Field or gym area
Muscular endurance test 3 x 30 second sit-ups	Field or gym area
Beep test – Multi-stage shuttle test	Field or gym area

Frequency of tests

- Three times per year at Year 9 and 10 level.
- Two times per year at Year 11 and 12 level.

References

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- www.sasnoc.org.ws – Sāmoa Association of Sports and National Olympic Committee 2003.
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- <http://www.nzas-c.org.nz/> – New Zealand Academy of Sport.

