

Name: _____

Year 9 PDHPE

Learning from Home Booklet

Term 3 - Weeks 2 & 3

This booklet has been broken up into Theory and Practical lessons for PDHPE.

Follow your normal timetable and complete each lesson when you would normally have PDHPE.

If you can, join the Year 9 PDHPE Google Classroom (if you haven't already) – [pn4k6ns](#)

Your PDHPE teacher will regularly post work on the Google Classroom as well, which is similar to the work in the booklet. If you are able to, take a photo of your completed work and email it to your teacher to check.

If you can – join your class for a zoom lesson, as scheduled on the Google Classroom so you can see your classroom teacher and peers and connect with them.

Complete this work in your PDHPE workbook OR on a google doc (will need to print out and glue into workbook once we are back at school).

THEORY LESSON #1

Values and attitudes

This lesson will focus on developing your understanding of how everyone is raised with different attitudes and values towards taking risks.

The main difference between **values and attitudes** is that **values** are built upon one's moral attributes (**what we think as for right, wrong, good, or unjust**) while **attitudes** are the standpoints one has regarding various issues.

Activity 1: Create a brainstorm of where you think your values and attitudes come from.

Where do my attitudes and values come from?

Do you think your answers will be similar or different to your peers? Explain your answer.

Activity 2:

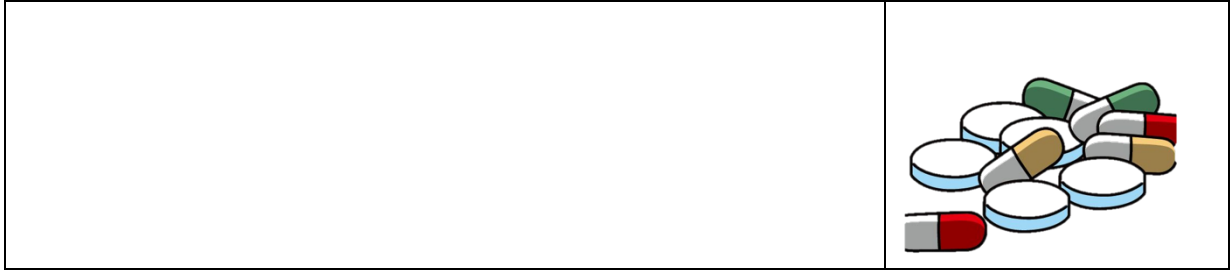
Is it ever okay to do the following things? Briefly explain your answers.

- Drink alcohol

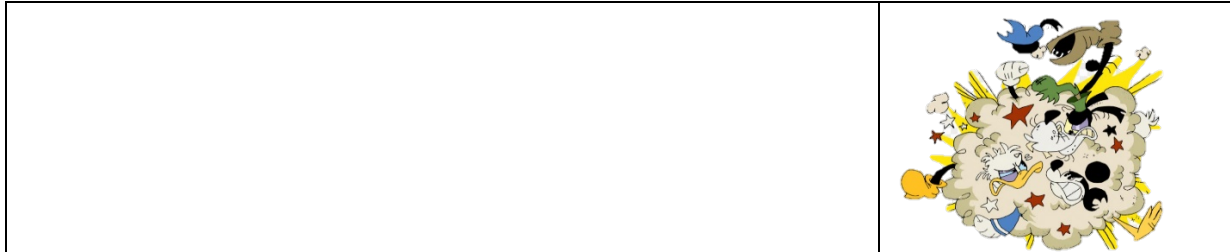


Complete this work in your PDHPE workbook OR on a google doc (will need to print out and glue into workbook once we are back at school).

- Use illicit drugs



- Engage in violent behaviour



Activity 3: Reflect on your own values and attitudes and answer the following questions.

1. Do you think it is okay to judge teenagers for the decisions they make in relation to alcohol, drugs and violence? Why/why not?

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2. What should teenagers consider when making decisions about alcohol, drugs and violence?

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3. How do you think your values and attitudes will influence your decisions in relation to alcohol, drugs and violence?

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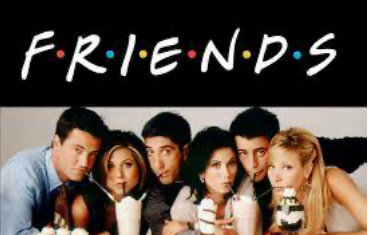

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THEORY LESSON #2

Influences on decision making

This lesson will focus on exploring the influences on your own decision making. There are a number of factors that influences an individual decision making. These include media, friends, family, culture, environment, celebrities/ famous people.

Activity 1: Explain how each factor influences decision making:

	How does this factor influence decision-making?
	
	
	
	
	
	

Complete this work in your PDHPE workbook OR on a google doc (will need to print out and glue into workbook once we are back at school).

Activity 2: This activity is focused on the control peer pressure has over individuals.

Watch the YouTube clip 'One Simple Skill to Overcome Peer Pressure | The Behavioral Science Guys'.

<https://youtu.be/1-U6QTRTZSc>

 One Simple Skill to Overcome Peer ... 
youtu.be



Activity 3:

1. What is peer pressure?

2. Explain how peer pressure can lead to our judgement being clouded.

Complete this work in your PDHPE workbook OR on a google doc (will need to print out and glue into workbook once we are back at school).

THEORY LESSON #3

Drugs

This lesson will focus on defining what is drugs, identifying the types of drugs, and exploring the reasons why young people choose to take drugs.

Activity 1: Fill in the word blanks to create the definition of drugs.

A _____ is any substance (except for food and water) which, when taken into the body, alters the body's function either _____ and/or _____.

Drugs can be classified as _____, _____, or _____. Illicit drugs are defined as any drug which is _____ to possess or use or any legal drug used in an illegal manner, for example: a drug obtained on prescription but given or sold to another person to use.

Some drugs such as alcohol, caffeine, and nicotine — are _____ but may be subject to restrictions based on _____, _____ of use, _____ and point of sale regulations.

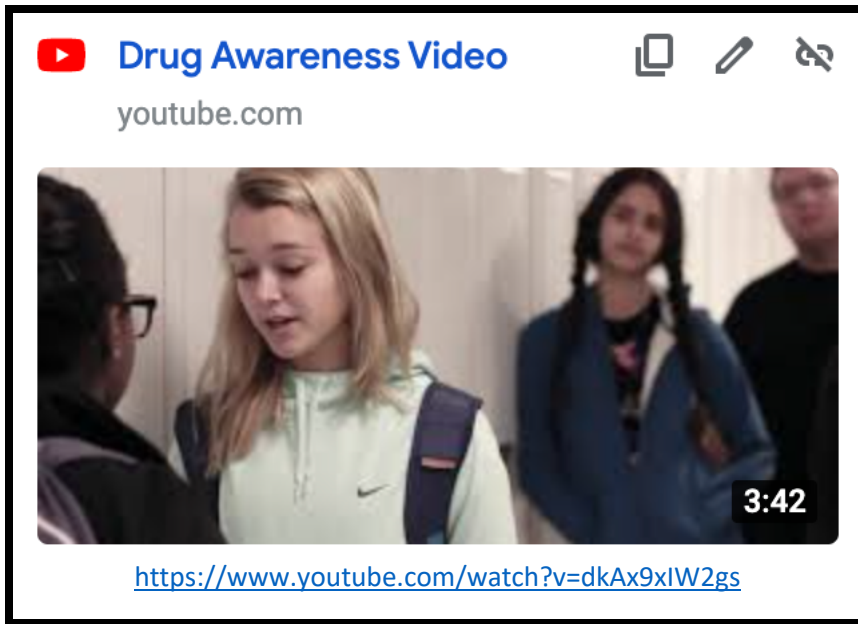
_____ drugs treat, prevents or alleviates the symptoms of disease. This is classified as _____ drugs (such as coughing syrup, _____), and _____ drugs such as antibiotics. A prescription drug is a pharmaceutical drug that legally requires a medical _____ to be dispensed.

Word bank

drug	legal	age	prescription
psychologically	legal	over the counter	driving
physically	illicit	medicinal	prescription
location	medicinal	aspirin	illegal

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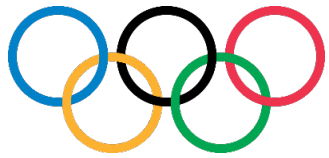
Activity 2: Watch the 'Drug Awareness' Youtube video and answer the following questions.



Select **one** person from the video and explain how the person felt before and after taking drugs. What were the consequences they faced?



Activity 3: In the table below, list reasons why young people do and do not take drugs.

Reasons why young people do take drugs	Reasons why people do not take drugs



PDHPE Home Olympics



	Olympic Event	Instruction	My Result	My Medal	Gold	Silver	Bronze	Olympic Record
Lesson 1	Basketball 2-point shot	Find any size ball. If you do not have a ball, you could use a soft toy, a pair of socks or a ball of foil. Find a laundry basket, bucket, bin, or box to make a hoop. Place it 3-4m (3-4 large steps) away from you. Take 10 attempts of trying to get your ball into the hoop. Remember to throw it like you would a basketball, hands above your heads, flick from the wrist and fingers. Tally your successful throws out of 10.			10-9	6-8	2-5	9
	Basketball 3-point shot	Repeat the above task from 6m (6 large steps) away from the hoop. Tally your successful throws out of 10. Optional extension: after completing the above tasks, make your hoop smaller then continue practising your aim. Repeat using an even smaller hoop.			10 - 8	7 - 5	2 - 4	9
Lesson 2	Volleyball 2  handed hit	Find a balloon and blow it up to about the size of a volleyball. If you do not have a balloon, you can use a soft teddy, a pair of socks or a wrapped-up hoodie. Start by throwing your 'ball' into the air and hitting it back up repeatedly. Count how many times you can hit it up before it hits the ground. Aim to hit the 'ball' with both hands, flicking with your fingers (see image).			30+	21-30	10-20	38
	Volleyball Dig 	Repeat the above task but instead you need to hit the ball using the dig method (see image). Tally your successful hits.			15+	8 -14	6 - 4	20

My Country _____

My Medal Tally Gold _____ Silver _____
Bronze _____

