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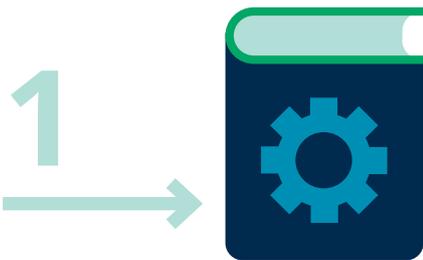
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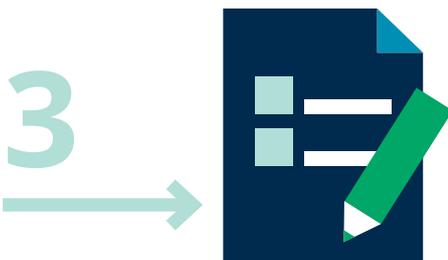
Customise your workbook

Complete your school's details and select your workbook units on the content creator form for years K-6, 7-10 PDHPE, 9 & 10 PASS and email these to your Pearson contact:
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Approve your draft

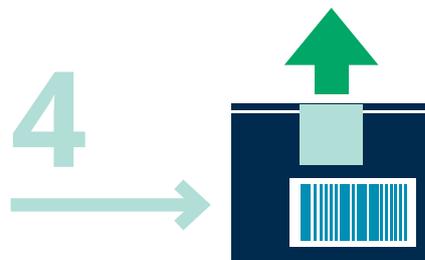
The custom team will create your workbook as per your content creator form. If requested, you'll receive a draft copy of the workbook via email. Once drafts are sent to you for review, please approve within 48 hours.



Place your order

An order form will be emailed to you from the details completed on the content creator form. Order your PDHPE workbooks by completing the order form, confirming:

- Student workbook numbers
- Teacher resource
- Locked PDF's



Print and delivery

Please allow 3 weeks for print and delivery from the time the order is placed. To ensure that you have the titles for the start of the school year, we prefer all deliveries be made by end of Term 4. Please include the last day your office will be staffed on the content creator form.

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The choice is yours

Choose from the 28 current PDHPE units for stages 4 and 5

Please reference these modules on the content creator form at the back (e.g. chapter 1: 4a)

Stage 4	
4a Adolescence and change <i>Unit outcomes:</i> 4.1, 4.2, 4.3, 4.6, 4.8, 4.11, 4.13, 4.15, 4.16	Students enter the realm of puberty, learning what physical changes occur in their bodies. They examine the emotional, social and mental changes that occur throughout adolescence, and explore the shifts that can occur in relationships, priorities and lifestyle. They identify the influence that self-talk and sense of self has on their relationships, goals and behaviour. Students consider types of relationships and strategies to deal with abuse.
4b Belonging <i>Unit outcomes:</i> 4.1, 4.2, 4.3, 4.11, 4.12, 4.13, 4.15, 4.16	Students explore how different types of relationships have different boundaries and expectations. They identify and work toward finding adequate ways to communicate with others, including through active listening. Students recognise the effect of disconnectedness on one's sense of self. They develop ways to support others to feel a sense of connectedness and belonging. They investigate the situation of bullying and abuse and how to cope with these.
4c Body in motion <i>Unit outcomes:</i> 4.4, 4.5, 4.13, 4.14	Students learn about types of movement skills and movement skill development. Students develop an understanding of the features of movement composition and the elements of composition. The key concepts are addressed through a variety of learning activities and movement contexts. The application of learning is promoted through engaging in a range of movement experiences. At the conclusion of the unit, students are required to plan and perform a movement composition for assessment.
4d Changes and challenges <i>Unit outcomes:</i> 4.1, 4.2, 4.8, 4.11, 4.13, 4.15, 4.16	Students explore the range of physical, emotional, mental, social and spiritual changes experienced during adolescence. They demonstrate ways to seek support; where to find it and how to provide it to others. Students set short- and long-term goals, identifying the steps they will need to take to meet these goals. They recognise the effect, both positive and negative, that behaviour, attitude, and external and internal influences have on their actions. The unequal power in some relationships is discussed as well as strategies to balance out power.
4e Dealing with mental health <i>Unit outcomes:</i> 4.2, 4.6, 4.8, 4.11, 4.13, 4.15, 4.16	Students analyse their current mental health status and stress triggers to better manage potentially challenging situations. They explore the nature of different types of mental illness, with a particular focus on anxiety, depression and eating disorders. Students learn about treatment options and strategies to support someone experiencing a mental health problem. Students develop resources to promote positive messages about mental health in the community.
4f Drugs—reality and risk <i>Unit outcomes:</i> 4.2, 4.6, 4.7, 4.8, 4.11, 4.12, 4.16	Students learn about the physical, social, emotional and legal consequences of using prescribed medications, tobacco, alcohol and cannabis. Students explore the factors that influence their decisions about these drugs. Activities included in this unit are intended to assist students to practise making healthy decisions about drug use and respond more effectively to risky drug-related situations.
4g first aid <i>Unit outcomes:</i> 4.7, 4.12, 4.15, 4.16	Students examine basic first aid procedures necessary in order to demonstrate an appropriate response in an emergency situation. They learn how to assess the situation and casualty once at the scene of a medical emergency. They gain a working knowledge of the DRSABCD response and learn particular first aid responses to treat shock, asthma, bites and stings, poisoning, bleeding and overdose.
4h Get active, get healthy <i>Unit outcomes:</i> 4.6, 4.8, 4.9, 4.10, 4.14, 4.15, 4.16	Students investigate what it means to be healthy. This includes understanding the importance of a balanced lifestyle, which includes regular physical activity. Students identify their current physical activity level, and plan for opportunities to participate in more activity. Students look at the benefits of physical activity, incidental and accumulated physical activity, influences on participation in physical activity, lifelong physical activities and planning for increased levels of physical activity.
4i Health matters <i>Unit outcomes:</i> 4.1, 4.6, 4.7, 4.8, 4.12, 4.13, 4.15, 4.16	Students identify a range of health issues commonly affecting young people. They design strategies to reduce health risks for themselves and others and identify the social, cultural, emotional, spiritual and physical influences on their decisions about health. Students examine how to ensure that web-based health information is reliable. They recognise that the decisions they make today about diet, physical activity and lifestyle choices can have a positive or negative impact on their health later in life.
4j Healthy habits <i>Unit outcomes:</i> 4.1, 4.6, 4.8, 4.11, 4.12, 4.13, 4.15	Students identify the five components of health. They explain the effect of each on another during times of stress, and how to support themselves and others to achieve a balance of all components. Students explore tools to address health challenges and make goals to achieve good health practices. They examine alternative health therapies and distinguish how each therapy can assist various health concerns. Students identify the rights of the consumer, what it means to a 'conscious consumer', and how to seek assistance if these rights are violated.
4k Risky business <i>Unit outcomes:</i> 4.1, 4.2, 4.6, 4.7, 4.8, 4.11, 4.12, 4.13, 4.15	Students explore the difference between facing positive challenges and taking unhealthy risks in adolescence, and the major influences that impact on decisions about risk. Students analyse the hazard potential associated with drug use, road use and sexual health. The unit concludes with students applying their acquired knowledge and skills to develop personal safety plans relating to these three key areas.
4l Summer fun <i>Unit outcomes:</i> 4.4, 4.7, 4.10, 4.12, 4.14, 4.15, 4.16	Students learn about the importance of physical activity for ongoing health, and how to participate safely when undertaking physical activity, particularly in an aquatic environment and when exposed to the sun. By examining various water entry techniques and strokes, they will demonstrate an understanding of movement and water safety skills in aquatic environments. They learn about the value of first aid knowledge in being able to assess risks, identify strategies and develop plans to minimise harm in various contexts. They acquire a working knowledge of appropriate first aid responses, such as DRSABCD, when faced with a medical emergency.
4m Supporting myself and others <i>Unit outcomes:</i> 4.1, 4.2, 4.3, 4.11, 4.12, 4.13, 4.16	Students explore the different types of relationships they have, and their associated expectations and boundaries. They recognise tools, organisations and key people who can support themselves and others during challenging situations. Students identify when abuse of power is evident in a relationship, and how to seek support for themselves or others when in this situation. They identify what a positive relationship is, and develop goals to contribute positively to these relationships. Students become aware of abusive relationships.

 Order years 8 & 10 resources by 17 September 2018 for 2018 delivery

Stage 5	
5a Active for life <i>Unit outcomes:</i> 5.4, 5.9, 5.10, 5.13, 5.14, 5.15, 5.16	Students explore a variety of enjoyable lifelong physical activities and examine their options for participation in contemporary recreational activities. Students develop and use planning and problem-solving skills as they set goals, and create and monitor physical activity plans for themselves. Students investigate and perform a variety of roles to enhance their own and others' enjoyment of physical activity. They learn to become advocates for enjoyable physical activity as they work in groups to devise strategies to promote physical activity participation within the school community. Students look at participation levels of Australians in physical activity, modify activities to meet the specific needs of certain population groups and plan a sports tournament.
5b Celebrating diversity <i>Unit outcomes:</i> 5.1, 5.3, 5.9, 5.11, 5.13, 5.14	Students learn about discrimination, rights and diversity. They identify ways that discrimination can occur, explore the role of the Anti-Discrimination Board, and demonstrate how to access assistance if they or someone they know is being discriminated against. Students create goals that increase their awareness of discrimination and demonstrate ways to celebrate others' differences, including their own.
5c Drug use <i>Unit outcomes:</i> 5.1, 5.6, 5.7, 5.12, 5.15, 5.16	Students explore the effects of alcohol use and illicit drugs. Students learn about the impact of drug use on the individual and their community. Significant influences such as peers, family, drug laws and the media are analysed to assist students to make informed decisions about drug-related situations. Students participate in research about illicit drugs and practise strategies to respond to a drug-related emergency.
5d Girl talk <i>Unit outcomes:</i> 5.1, 5.3, 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.15, 5.16	Students are given the opportunity to explore health issues of specific relevance to young females. The unit begins with an analysis of the media in development of body image. There is a focus on equipping students with media literacy skills to deconstruct unhealthy messages relating to the ideal female body and the sexualisation of females in popular culture. Students then explore relationship challenges and the dangers of 'sexting'. Activities focus on skill development to respond to negative relationship issues. The unit concludes with an investigation of relevant health screenings with a focus on breast, cervical and ovarian cancer awareness and prevention strategies. Students discuss peer relationships, problems and strategies to cope.
5e Guy talk <i>Unit outcomes:</i> 5.1, 5.3, 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.15, 5.16	Students are given the opportunity to explore health issues of specific relevance to young males. Students will develop media literacy skills to deconstruct unhealthy messages relating to the ideal male body and the concept of masculinity in popular culture, including the influence of sporting role models. Students learn about the importance of expressing feelings in healthy ways and negative effects of inappropriate behaviours such as hazardous drinking, violence and 'sexting'. The unit concludes with an investigation of relevant health screenings with a focus on testicular and prostate cancer awareness and prevention strategies. Students discuss peer relationships, problems and strategies to cope.
5f Healthy food habits <i>Unit outcomes:</i> 5.1, 5.2, 5.6, 5.8, 5.11, 5.12, 5.16	Students explore the social and cultural influences that affect the choices we make about food. They identify how the food industry uses marketing techniques to persuade consumers to purchase their products. Students examine their own diets, including assessing their iron and calcium intake. They develop a plan to incorporate more nutritious foods into their diet. Students recognise the influence that their body image has on their attitude toward food. They explore the area of health responsibility, explaining where the responsibility of each individual for what they consume begins and ends.
5g Making a difference <i>Unit outcomes:</i> 5.1, 5.2, 5.3, 5.4, 5.7, 5.10, 5.11, 5.13, 5.14, 5.15, 5.16	Students reflect on the world around them, the community they live in and the contribution they can make to society. Students explore the range of businesses and community groups that support the welfare and interests of others. Students develop personal skills in relation to employment opportunities and also engage in a range of learning activities to refine these skills. Students investigate anti-discrimination laws.
5h Movement and composition <i>Unit outcomes:</i> 5.4, 5.5, 5.13, 5.14, 5.15	Students learn about the features of movement composition and the elements of composition. Students investigate ways in which movement composition and performances can be appraised and analysed. Students look at the key learning concepts through a variety of learning activities. To acquire deep understanding, students apply their knowledge and skills of movement composition to practical activities in different movement contexts. At the conclusion of the unit, students are required to apply what they have learnt to a composition and appraisal assessment task (in their choice of either a dance, gymnastics or games context).
5i Overcoming adversity <i>Unit outcomes:</i> 5.1, 5.2, 5.3, 5.6, 5.11, 5.15, 5.16	Students learn ways to support themselves and others. They identify organisations and key people who can assist in various ways. Students develop problem-solving techniques to work through challenges in a practical way. They recognise how their sense of self impacts on their decisions, behaviour and ideas about the world. Students consider a scenario dealing with relationships.
5j Planning for safety <i>Unit outcomes:</i> 5.1, 5.2, 5.3, 5.6, 5.7, 5.11, 5.12, 5.15, 5.16	Students look at the key areas of risk-taking in adolescence, which include drug use, road use and sexual health. Students identify potential harms associated with these areas and explore decisions relating to safety in a supportive environment. Students identify their skills and attributes, and plan strategies that will support them in risky contexts, such as going to parties.
5k Relationships <i>Unit outcomes:</i> 5.3, 5.6, 5.7, 5.11, 5.12, 5.15, 5.16	Students build their knowledge and understanding about relationships and relationship skills. Students examine the needs met by different relationships, including family, work, peer and close relationships. Students learn about and practise communication skills relevant to building and maintaining equal and respectful relationships, including empathy, assertiveness, active listening, negotiation, compromise and conflict resolution. Students explore how these skills can be used to develop relationship ground rules and boundaries. Power in relationships and ways to respond to a range of abusive situations are addressed. Gender expectations and factors influencing attitudes toward intimate relationships are also explored. Decision-making in relation to sexual relationships and sexual safety is modelled using the decision-making model, allowing students to develop skills in planning for their safety. Students consider strategies to ensure their personal safety in confronting situations.
5l Road safety <i>Unit outcomes:</i> 5.1, 5.2, 5.6, 5.7, 5.11, 5.12, 5.15, 5.16	Students analyse how often and why young drivers are involved in road traumas. Students evaluate the consequences of unsafe road use behaviour and practise first aid management for scenarios relating to road accidents. Students explore health-promoting strategies and develop skills to practise safe road use behaviour.
5m Sexual health <i>Unit outcomes:</i> 5.3, 5.6, 5.7, 5.8, 5.11, 5.12, 5.15, 5.16	Students explore sexuality and sexual health issues in detail, building on the Stage 5 Relationships unit. Students review the reproductive systems before looking at safe sex and contraceptive methods. Numeracy tasks include examining sources of information used by young people in relation to health information and engaging students in identifying reliable sources they can access. Up-to-date information about HIV, Hepatitis and other STI infections is presented. Skills needed for equal and respectful relationships are reviewed and practised, with students also exploring the effect of power in relationships and developing assertiveness skills. Again, the decision-making model is used to engage students in identifying positive and negative outcomes of sexual safety decisions. Diversity in personal sexuality is also addressed in reference to discrimination and inclusivity. Sexual abuse and harassment are looked at.
5n Shifting knowledge <i>Unit outcomes:</i> 5.6, 5.7, 5.8, 5.12, 5.15, 5.16	Students learn to critically analyse health information, products and services. By recognising various advertising techniques used to sell products and evaluating the validity and credibility of health-related websites, students learn to be conscientious in their health choices. They will examine various groups in society and the inequalities that exist in accessing health services and information with ease. They will also identify the factors that influence health decision-making. This unit will equip students with the tools and knowledge to become astute consumers.
5o Teen talk <i>Unit outcomes:</i> 5.1, 5.3, 5.6, 5.7, 5.8, 5.11, 5.12, 5.13, 5.15, 5.16	Students explore a range of current health issues specifically relevant to young people. Students develop media literacy skills to deconstruct unhealthy messages relating to the ideal female body and perceptions about masculinity in popular culture. They explore relationship challenges associated with social networking and the dangers of 'sexting'. Activities focus on skill development to respond to negative relationship issues. The unit concludes with an investigation of relevant health screenings with a focus on breast, cervical, ovarian, testicular and prostate cancer awareness and prevention strategies.

Content creator form

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- Please complete everything marked with * or we'll need to return the form to you to complete
- Our custom team will then compile your resources
- We can email you drafts (please tick in section 4 if drafts are required)

Note: This is not a commitment to order. When you receive your draft copy you will also receive an order form to confirm final numbers.

1. Your details

Please fill out the following details:

School name

*Miss/Ms/Mrs/Mr

*First name

*Surname

*Position

*Address

*Suburb

*State

*Postcode

*Phone

*Email

2. Custom resource details

*Resource type:	Print	Digital (PDF WB)	School type:	Boys	Girls	Co-ed
*School denomination:	None	Jewish	Islamic	Catholic	Christian	Bretheren
*Bookseller school?	Yes	No	[If yes] Name of bookseller			
*Workbook binding:	Spiral	Perfect	2-hole drilled (folder)	2-hole drilled (no folder)		
*Do you want teacher resources?	Yes	No				
*Teacher resource binding:	Spiral	Perfect	2-hole drilled (folder)	2-hole drilled (no folder)		
*Crest on cover:	Yes	No	Should this resource be in			
If yes: supply Hi Res 300DPI Crest			Stages or	Years		
*Supplying photos:	Yes	No	<ul style="list-style-type: none">• All photo's must be supplied by 17 September 2018.• See photo release form at pearson.com.au/photorelease• Every student needs a signed release form			

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Content creator form *cont'd*

3. Your chapter selection for years/stages (please refer to units on previous pages)

*Must complete chapter selection or form will be returned

Year/Stage:	Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:	Chapter 5 (optional):
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Colour of cover: Navy Dark green Blue Green Red Purple Orange Yellow

Any other additional information:

*Estimated numbers for Year/Stage:

Year/Stage:	Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:	Chapter 5 (optional):
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Colour of cover: Navy Dark green Blue Green Red Purple Orange Yellow

Any other additional information:

*Estimated numbers for Year/Stage:

Year/Stage:	Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:	Chapter 5 (optional):
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Any other additional information:

*Estimated numbers for Year/Stage:

Year/Stage:	Chapter 1:	Chapter 2:	Chapter 3:	Chapter 4:	Chapter 5 (optional):
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Colour of cover: Navy Dark green Blue Green Red Purple Orange Yellow

Any other additional information:

*Estimated numbers for Year/Stage:

4. Additional information

*Are you adding any of your own material? Yes No If Yes: please include word doc with material when returning this form	*Last day deliveries are received at your school for 2018:
*Are emailed drafts required Yes No Note: Please ensure email address is supplied above. Drafts are now sent via a downloadable link via Alfresco - the notification will come through via email.	
*Do you need locked PDFs (\$25)? Yes No	
*Do you need teacher resources? Yes No	

Any other additional information?

5. Please complete this form and attach any relevant documents, and email it to **pablo.illuffirivera@pearson.com** by 17 September 2018 to ensure delivery in 2018.

If you have any questions, please email or call Pablo on **1300 655 916**.