



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| Subject | YEAR 8 PDHPE |
| Topic | Do I or Don't I |
| Class Teacher | |
| Head Teacher | MS DRAY |
| Date Given | WEEK 3 |
| Date Due | WEEK 10 THEORY LESSON (CHECK WITH YOUR TEACHER) |

TOPIC = "Do I or Don't I"

TASK DESCRIPTION:

Individually or in pairs, design and create a board game that relates to risk taking and young people. The game needs to identify:

- examples of scenarios in which young people may find themselves (e.g. at a party with alcohol, drugs; as a passenger in a car with a driver who has been drinking; experiencing unwanted sexual behaviour and chatting or sharing information online);
- potential consequences of risks (physical, social, emotional, financial, legal consequences);
- strategies to promote health and safe behaviours and/or minimise harm in risk situations.

Students will be assessed on their ability to:

1. Create a board game that identifies 8+ realistic risk situations in which young people may find themselves;
2. For each risk situation, describe 2+ potential consequences of that risk
3. For each risk situation, explain 1+ positive ways to minimise harm and promote safe behaviours.

SPECIFICS:

1. A board game with a **clear set of rules and playing conditions**.
2. The game must include **risky situations for young people**, the potential **consequences** and **strategies** to **promote safe behaviours and/or minimise risk**.
3. The board game should include question cards, character profiles, descriptions of scenes/contexts.
4. Each person **MUST** contribute evenly to the creation and completion of this board game task.
5. Due date: **THEORY LESSON WEEK 10** (check with your teacher for date)

Outcomes/Content Assessed:

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and other to interact respectfully and promote inclusion in a variety of groups or contexts

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you **must make alternative arrangements** with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. **Documentation will be required in both cases.**

NAME: _____

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

IMPORTANT NOTE:

Failure to follow the above procedures may result in a zero award.

YEAR 8 Do I or Don't I – BOARD GAME MARKING CRITERIA**BOARD GAME MARKING CRITERIA**

| <u>1-2 MARK</u> | <u>3-4 MARKS</u> | <u>5-6 MARKS</u> | <u>7-8 MARKS</u> | <u>9-10 MARKS</u> | <u>TOTAL</u> |
|--|---|---|--|---|---------------------|
| Limited knowledge, understanding & skills are demonstrated that: <ul style="list-style-type: none"> reflect a limited understanding of the potential risks (1-2) associated with some situations affecting young people; describe some (2-4) consequences that indicate understanding of the potential costs to the individual or the community; propose limited ways (1-2) to minimise harm and promote safe behaviours. | Basic knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none"> reflect a basic understanding of the potential risks (3+) associated with situations affecting young people; describe some (6+) consequences that indicate understanding of the potential costs to the individual and/or the community; propose basic realistic and positive ways (3+) to minimise harm and promote safe behaviours. | Sound knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none"> reflect a sound understanding of the potential risks (4-5) associated with a range of situations affecting young people; describe a variety of consequences (8-10) that indicate understanding of the potential costs to the individual and/or the community; propose a list of realistic, appropriate and positive ways (4-5) to minimise harm and promote safe behaviours. | Proficient knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none"> reflect a proficient understanding of the potential risks (6+) associated with a broad range of situations affecting young people; describe a variety of consequences (12+) that indicate understanding of the breadth of potential costs to the individual and the community; propose thorough, realistic, appropriate and positive ways (6+) to minimise harm and promote safe behaviours. | Extensive knowledge, understanding & skills are demonstrated through responses that: <ul style="list-style-type: none"> reflect an extensive understanding of the potential risks (8+) associated with a broad range of situations affecting young people; describe a wide variety of consequences (16+) that indicate understanding of the breadth of potential costs to the individual and the community; propose extensive, realistic, appropriate and positive ways (8+) to minimise harm and promote safe behaviours. | |
| <u>1 MARK</u> | <u>2 MARKS</u> | <u>3 MARKS</u> | | | |
| <ul style="list-style-type: none"> Rules and playing conditions are unclear or missing Minimal thought applied to presentation | <ul style="list-style-type: none"> Board game has most rules that are clear Some thought has been applied to presentation | <ul style="list-style-type: none"> Board game has a clear set of rules and playing conditions included Clear and thorough thought to presentation has been applied | | | |
| Comment | | | | | Mark |
| | | | | | /13 |