



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	PDHPE
<b>Topic</b>	Sexual Health Education
<b>Class Teacher</b>	
<b>Head Teacher</b>	T.Dray
<b>Date Given</b>	Week
<b>Date Due</b>	Term 1 – Week 10



### Noughts & Crosses – Sexual Health Promotion

**INSTRUCTION 1** – Select **ONE** focus group from the list below (4). This is the population group that you will focus on to complete your task.

- Lesbian, gay, bisexual, transgender and intersex people** - It is estimated that about 1 in 10 (11%) Australians identify as LGBTQIA+ (AHRC 2014). Evidence from small-scale LGBTQIA+ targeted studies, and some larger population-based surveys, indicate that LGBTI people face disparities in terms of their mental health (ABS 2008), sexual health (KI 2017) and rates of substance use. The 2016 National Drug Strategy Household Survey found that adults who identified as homosexual or bisexual or not sure/other sexual orientation reported higher levels of psychological distress than heterosexual adults (Australia's Health 2018). Male-to-male sex continues to be the major HIV risk exposure in Australia, with 70% of new HIV diagnoses in 2016 attributed to male-to-male sex (Kirby Institute 2017).
- Women exposed to Family domestic and sexual violence** - Family, domestic and sexual violence (FDSV) is a major health and welfare issue in Australia. While men, women and children from all walks of life can experience FDSV, some groups are at particular risk, including Aboriginal and Torres Strait Islander women, young women, pregnant women and women with disability. One in 6 (17%, or 1.6 million) Australian women have experienced physical or sexual violence by a current or former cohabiting partner, since the age of 15.
- Rural and remote individuals** - People living in rural and remote locations are disadvantaged when it comes to health. Regarding sexual health, some individuals have less access to health care services which could prevent them getting regular checkups or testing. Some individuals do not have complete access to sexual health education and do not have access to support services if a sexual health issue were to occur.
- Indigenous and Torres Strait Islander People** – This population group has been seen to have a limited number of individuals accessing services for the testing and treatment of sexually transmissible infections (STIs) and blood borne viruses (BBVs). This is an issue as the level of risky behaviours (including sexual activity) is high amongst this population group.

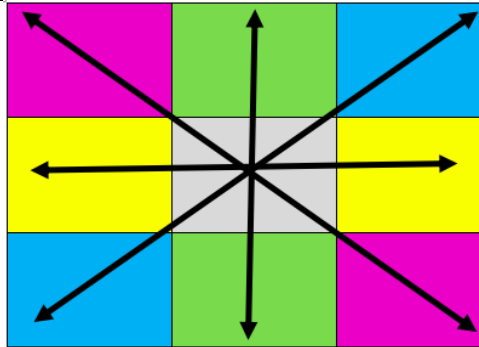
**INSTRUCTION 2** – Using your selected population group to drive your creativity you are to select **THREE (3) activities from the boxes below to complete.**

**\*PLEASE NOTE:** activities are selected by making a straight line to join three boxes together, BUT you MUST cross through the middle box (this is a compulsory GROUP task). See example below.

Your tasks will total 16 marks (6 for the middle box and 5 each for 2 outer boxes).

The middle box can be completed with a group (no more than 3 people). HOWEVER, the outer boxes must be completed and submitted **individually**.

**INSTRUCTION 3** – Select your activities and complete.



Create a sign/logo that will attract your target audience. This sign will act as the main display at the front of your service. You must consider visual appeal, colour, font, wording et. and be able to justify why you embedded all elements of your design.  
( $\frac{1}{2}$  x page for sign +  $\frac{1}{2}$  x page for justification = 1 x A4 page total).

Design a FAQ (frequently asked questions) poster in relation to common questions and answers your targeted population group may ask when seeking your support. This poster is to be designed as if it was to be mounted on the wall of your service wall. You must include a minimum of 6 questions and answers.  
( $\frac{1}{2}$  x A4 page).

Design your room/building/mobile van. You are to sketch the layout of your service from a bird's eye view. You must consider how it will appeal to your target population group and consider colour, furniture, space, rooms, confidentiality, etc. A justification of why you added all elements must be included.  
(sketch 1 x A4 + justification  $\frac{1}{2}$  x A4 page).

Source evidence (information, statistics, graphs, etc.) Confirming that your service is needed for your targeted population group. Create a proposal that will be sent to the Orange City Council for review. Please note that this proposal must be templated in the form of a letter.  
( $\frac{1}{2}$  x A4 page).

**Compulsory Group Task**  
Create an educational lesson that you will run at your venue to educate your clients. This lesson must be presented electronically using some kind of technology (powerpoint, sway, video, etc.). The lesson must be engaging for your target audience. You must address the following focus areas in your lesson:  
1. You're not alone! What will you include to let your victims know that they are not going through this problem alone?  
2. What can your victims do to help/protect themselves?  
3. How can your service help victims?

Create a name for your venue/service and create a vision statement to accompany it. You must also provide a justification to why you selected your name.  
( $\frac{1}{2}$  x A4 page)

Create a table with five other support services that could act as help options for your targeted population group. Your table must include the following: name, brief information about the service/what it offers, where it is/is it easy to access, how to find it/make contact.  
(1 x A4 page).

Create and record an ad that you will play on the radio in order to advertise your service. The ad is to run for 20 seconds and must be appealing for the target audience.

Pin point on a map of Orange where you would like your service to be established. Justify why this position should be cleared for the positioning of your service or will your service be mobile? Why and how will you do this? Create a proposal that will be sent to the Orange City Council for review.  
( $\frac{1}{2}$  x A4 page).

**INSTRUCTION 4:** Ensure you cross check with the marking criteria to ensure you gain as many marks as possible.

**Outcomes/Content Assessed:**

- Examine and promote young people's right to healthcare and support services
  - Identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills, e.g. access to sexual health services.

**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.

**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.

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

## Noughts and Crosses - Sexual Health Support

## MARKING CRITERIA

### 2 x Student Choice Activities - Individual - (5 marks each)

	0	1	2	3	4	5	Mark
<b>Activity:</b>	Activity was not attempted, nor did it include relevant information	Attempt was made, however limited relevant information was included. No / limited signs of creativity.	Activity was attempted, however, was not completed in detail and some aspects were missing (page length, didn't meet needs of focus group or format was incorrect). Creativity lacking.	Activity was completed; however, detail was lacking and /or at least one aspect was lacking (page length, didn't meet needs of focus group or format was incorrect). Some signs of creativity evident.	Activity was completed in detail, required page length was met, activity was in correct format (if applicable) and focused on targeted population group. Creativity was evident.	Activity was completed in great detail, required page length was met, activity was in correct format (if applicable) and focused on targeted population group. Strong signs of creativity throughout activity.	/ 5
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### Educational Lesson – Compulsory Group Activity (6 marks)

	0	1-2	3-4	5-6	Mark
<b>Educational lesson (compulsory activity).</b>	Activity was not attempted, nor did it include relevant information	Activity was attempted, however, was missing detail. Lesson included some messages that would benefit the targeted population group. Lesson was not very appealing to audience (lacking creativity).	Activity demonstrated signs of student research, however, some detail was missing. Lesson included information that would benefit the targeted population group. Lesson showed some signs of creativity and would be somewhat appealing to target audience.	Activity was completed in great detail and many pieces of information that would benefit the targeted population group were included. Lesson was highly creative and very appealing to the target audience. Student research was obvious.	/ 6

Feedback:

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