

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION



Subject	YEAR 8 PDHPE
Topic	Do I or Don't I
Class Teacher	CALLAWAY BARRETT DAVIS CHOPPING CAUSER HUNT JONES LYDEN
Head Teacher	MS DRAY
Date Given	WEEK 7
Date Due	WEEK 10 THEORY LESSON (CHECK WITH YOUR TEACHER)

TOPIC = "Do I or Don't I"

TASK DESCRIPTION:

In pairs, students are required to 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; in an intimate relationship and feeling unsafe);
- potential consequences of risks (physical, social, emotional, financial, legal consequences);
- strategies to promote health and safe behaviours and/or minimise harm in risk situations.

The board game should include question cards, character profiles, descriptions of scenes/contexts.

Context

Students have and will continue to participate in the unit 'Do I or don't I'. In this unit, students identify challenging situations relating to drug use, sexual health and road use. This enables students to recognise that risk behaviours are shaped by a range of influences and encourages them to propose and evaluate strategies to behave safely. This will assist them in completing this task.

Criteria for Assessing Learning

Students will be assessed on their ability to:

- produce a board game that identifies a range of potential and realistic risk situations in which young people may find themselves;
- describe a variety of potential consequences of risk behaviours; and
- propose realistic and positive ways to minimise harm and promote safe behaviours.

Feedback

Peers will provide feedback relating to the assessment guidelines when playing their class members' games. The teacher will provide verbal feedback during the planning and production of the board game.

SPECIFICS:

1. One 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. Each person **MUST** contribute evenly to the creation and completion of this board game task.
4. Due date: **THEORY LESSON WEEK 10** (check with your teacher for date)

NAME: _____

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.**

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>
<p>Limited knowledge, understanding & skills are demonstrated that:</p> <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 (1-2) 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. <p>The game is presented with limited effort and application evident. The rules are incoherent and unclear.</p>	<p>Basic knowledge, understanding & skills are demonstrated through responses that:</p> <ul style="list-style-type: none"> reflect a basic understanding of the potential risks (3+) associated with situations affecting young people; describe some (3+) 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. <p>The game is presented with basic effort and application evident. The rules are somewhat clear.</p>	<p>Sound knowledge, understanding & skills are demonstrated through responses that:</p> <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 (4-5) 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. <p>The game is presented with sound effort and application evident. The rules are clear and/or concise.</p>	<p>Proficient knowledge, understanding & skills are demonstrated through responses that:</p> <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 (6+) 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. <p>The game is presented well with clear and concise rules.</p>	<p>Extensive knowledge, understanding & skills are demonstrated through responses that:</p> <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 (8+) 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. <p>The game is presented exceptionally well with exceptionally clear and concise rules.</p>	
Comment					Mark
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