



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	YEAR 8 PDHPE
<b>Topic</b>	TERM 3 - FIND THE KIND
<b>Class Teacher</b>	Mrs Causer
<b>Head Teacher</b>	Miss Dray
<b>Date Given</b>	
<b>Date Due</b>	

## **TASK DESCRIPTION:**

THIS TASK HAS TWO COMPONENTS

### PART A: RECORDING OF A ROLE PLAY

Choose one of the scenarios below.

- Your friend is having a party. All of your other friends have been invited, except you.
- Your classmate has been making unkind comments about your new hair cut to other students.
- A friend has copied your answers on a test without you knowing. The teacher has called you both in because most of your answers are the same.
- A friend hasn't answered any of your text messages. You have heard from someone else that your friend isn't happy with you.
- The local paper is doing a story on your football team. The coach has suggested that you represent the team and speak to the reporter. Your friend thought they should do it because they have scored more points than you.

Record (either visually or verbally) a role play (using a script you have written) that shows 3 different ways of resolving the conflict, using the conflict resolution strategies you have learnt about in class (lesson 5).

### PART B: REFLECTION

1. Using the "...worksheet" **Explain** (Relate cause and effect; make the relationships between things evident; provide why and/or how) the positive and negative outcomes of resolving the scenario using each strategy.
2. **Justify** (Support an argument or conclusion) which strategy YOU believe would be the most effective in resolving the conflict.

Record a 1 minute role play of 3 of the different 5 ways of dealing with conflict in that particular scenario. (eg Avoiding, Collaborating and Competing). Be creative and demonstrate how the scenario could play out with the different methods of dealing with a conflict.

## **ASSESSMENT:**

This task has 2 assessable components:

1. Submission of the Role play video.
2. Reflection activity.

**Outcomes/Content Assessed:**

PD41 examines and evaluates strategies to manage current and future challenges

PD42 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD49 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 classes.

**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.

PART B:

**Explain** (Relate cause and effect; make the relationships between things evident; provide why and/or how) the positive and negative outcomes of resolving the scenario using each strategy.

Scenario 1- Strategy used: eg- Avoiding (¼ page size 12 font) \_\_\_\_\_

Scenario 2- Strategy used: eg- Collaborating (¼ page size 12 font) \_\_\_\_\_

Scenario 3- Strategy used: eg- Competing (¼ page size 12 font) \_\_\_\_\_

**Justify** (Support an argument or conclusion) which strategy YOU believe would be the most effective in resolving the conflict.

Most successful Strategy chosen ( $\frac{3}{4}$  of a page size 12 font): eg-Collaborating

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# YEAR 8 – ROLE PLAY VIDEOS + REFLECTION MARKING CRITERIA

NAME: \_\_\_\_\_ TASK ON TIME?      **Y**      **N**

<b><u>ROLE PLAY VIDEOS</u></b>						
<b><u>CRITERIA:</u></b>	<b><u>1</u> <u>MARK</u></b>	<b><u>2</u> <u>MARKS</u></b>	<b><u>3</u> <u>MARKS</u></b>	<b><u>4</u> <u>MARKS</u></b>	<b><u>5</u> <u>MARKS</u></b>	<b><u>TOTAL</u></b>
<b>CHALLENGING STEREOTYPES</b>	role plays shows 3 limited different ways of resolving the conflict, using the conflict resolution strategies	role plays shows 3 basic different ways of resolving the conflict, using the conflict resolution strategies	role plays shows 3 sound different ways of resolving the conflict, using the conflict resolution strategies	role plays shows 3 proficient different ways of resolving the conflict, using the conflict resolution strategies	role plays shows 3 extensive different ways of resolving the conflict, using the conflict resolution strategies	
<b><u>INDIVIDUAL REFLECTION</u></b>						
<b><u>CRITERIA:</u></b>	<b><u>1</u> <u>MARK</u></b>	<b><u>2</u> <u>MARKS</u></b>	<b><u>3</u> <u>MARKS</u></b>	<b><u>4</u> <u>MARKS</u></b>	<b><u>5</u> <u>MARKS</u></b>	<b><u>TOTAL</u></b>
<b>REFLECTION</b>  Of method 1	Responses may be missing or limited and not address the question clearly.	Reflection has a basic level of detail. Explanation may be limited or are missing with minimal detail.	Reflection has a sound level of detail. Explanation may include some reasons or examples of positive and negative outcomes of resolving the scenario using a particular strategy, but might lack the depth required to show deep knowledge	Reflection has a proficient level of detail. Explanation includes some examples of positive and negative outcomes of resolving the scenario using a particular strategy, shows some	Reflection has an extensive level of detail. Explanation includes multiple examples of positive and negative outcomes of resolving the scenario using a particular strategy, demonstrates higher order thinking and	

			and understanding of task relevance	evidence of higher order thinking and deep knowledge and understanding of task relevance.	deep knowledge and understanding of task relevance.	
<b>REFLECTION</b> Of method 2	Responses may be missing or limited and not address the question clearly.	Reflection has a basic level of detail. Explanation may be limited or are missing with minimal detail.	Reflection has a sound level of detail. Explanation may include some reasons or examples of positive and negative outcomes of resolving the scenario using a particular strategy, but might lack the depth required to show deep knowledge and understanding of task relevance	Reflection has a proficient level of detail. Explanation includes some examples of positive and negative outcomes of resolving the scenario using a particular strategy, shows some evidence of higher order thinking and deep knowledge and understanding of task relevance.	Reflection has an extensive level of detail. Explanation includes multiple examples of positive and negative outcomes of resolving the scenario using a particular strategy, demonstrates higher order thinking and deep knowledge and understanding of task relevance.	
<b>REFLECTION</b> Of method 3	Responses may be missing or limited and not address the question clearly.	Reflection has a basic level of detail. Explanation may be limited or are missing with minimal detail.	Reflection has a sound level of detail. Explanation may include some reasons or examples of positive and negative outcomes of resolving the scenario using a particular	Reflection has a proficient level of detail. Explanation includes some examples of positive and negative outcomes of resolving the	Reflection has an extensive level of detail. Explanation includes multiple examples of positive and negative outcomes of resolving the scenario using a	

			strategy, but might lack the depth required to show deep knowledge and understanding of task relevance	scenario using a particular strategy, shows some evidence of higher order thinking and deep knowledge and understanding of task relevance.	particular strategy, demonstrates higher order thinking and deep knowledge and understanding of task relevance.	
<p><b>Part B: Justification</b></p> <p>Of chosen best method to use</p>	Responses may be missing or limited and not address the question clearly.	Reflection has a basic level of detail. Justification may be limited or are missing with minimal detail.	Reflection has a sound level of detail. Justification may include some reasons or examples, but might lack the depth required to show deep knowledge and understanding of task relevance	Reflection has a proficient level of detail. Justification includes some examples, shows some evidence of higher order thinking and deep knowledge and understanding of task relevance.	Reflection has an extensive level of detail. Justification includes multiple examples, demonstrates higher order thinking and deep knowledge and understanding of task relevance.	
<p><b>Comment:</b></p>						<p><b>Mark</b></p> <p><b>/25</b></p>