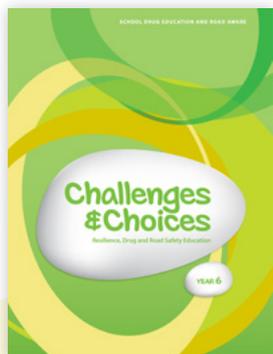


# CHALLENGES AND CHOICES

## YEAR 6 ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### ALCOHOL AND OTHER DRUGS



# 6

#### TASK DETAILS

<b>TITLE OF TASK</b>	<b>Should I be drinking?</b>
<b>TASK DESCRIPTION</b>	In this task students will create an original scenario where someone their age may be influenced to drink alcohol. They will explore the feelings and thoughts of the character and identify helpful thoughts the character could use to resist pressures to drink alcohol.
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Written scenario (or cartoon strip)</li> <li>• Reflective questions</li> </ul>
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	Three weeks <ul style="list-style-type: none"> <li>• Two lessons of class time to explain and work on the task</li> <li>• One week of out of class time</li> </ul>

#### TASK PREPARATION

<b>PRIOR LEARNING</b>	Students have: <ul style="list-style-type: none"> <li>• identified factors that may encourage a young person to experiment with alcohol</li> <li>• described ways to respond to difficult situations, including using helpful thoughts to manage internal pressures to experiment with alcohol.</li> </ul>
<b>RESOURCES</b>	Challenges and Choices Year 6 Module 2 Activity 7 – Factors that may influence young people to drink alcohol Module 2 Activity 9 – Responding to influences to use alcohol
<b>ASSESSMENT DIFFERENTIATION</b>	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.

#### LINKS TO WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION P-10 SYLLABUS

<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Strategies that promote a healthy lifestyle.</li> </ul>
<b>PROPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Take a strengths-based approach.</li> <li>• Include a critical inquiry approach.</li> </ul>



## TEACHER INSTRUCTIONS

1. Revise reasons why young people may experiment with alcohol (refer *Activity 7 Factors that may influence young people to drink alcohol* p. 82 of *Challenges and Choices*). Reasons could include:
  - they are curious
  - to appear cool or popular
  - to appear sociable
  - to cope with tricky or stressful situations
  - they think it is not harmful to have a small amount
  - family and friends use alcohol
  - alcohol is easy to get.
2. Revise *Activity 9 Responding to influences to use alcohol* p. 86 of *Challenge and Choices*. In this activity students:
  - brainstormed difficult situations where they may have felt pressured into doing something they did not want to do
  - discussed helpful ways to respond or avoid these situations
  - created different scenarios (in groups) where someone their age may be influenced to drink alcohol.
3. Tell students that they are going to work individually to create an original scenario where someone their age is being pressured to drink alcohol and there is risk of harm. They cannot use a previous scenario. The scenario can be either written as a script or drawn as a comic strip.
4. Using the thoughts and feelings worksheet students will then:
  - explain what the main character may have been feeling and thinking
  - describe what helpful thoughts the main character could use to help them resist pressures to drink.
5. Students will also reflect on why helpful thoughts are an important strategy to help manage risky situations.



### Suggested scaffolds

Use the scenario below as an example for students.

*Pablo's Dad is turning 40 and the family are coming over for a BBQ. Pablo loves to see his family but his cousin Con, who one year older than Pablo at 13, always tries to dare him into doing things he knows are risky and he shouldn't do.*

*Pablo was sitting in the tree house at the end of the garden with his other cousins Jack and Mia discussing his hockey grand final the next day, when Con climbed up carrying a big bottle of beer. He had taken the bottle from the drinks table and started daring Pablo to 'scull it'.*

**CHALLENGES AND CHOICES  
ASSESSMENT TASK**  
HEALTH AND PHYSICAL EDUCATION  
ALCOHOL AND OTHER DRUGS

Student name: \_\_\_\_\_

**TASK**

1. Work individually to create an **original scenario** where someone your age is being pressured to drink alcohol and there is risk of harm. You cannot use a previous scenario. The scenario can be either written as a script or drawn as a comic strip.
2. Using the thoughts and feelings worksheet:
  - **explain** what the main character may have been feeling and thinking
  - **describe** what helpful thoughts the main character could use to help them resist pressures to drink.

You also need to **reflect** on why helpful thoughts are an important strategy to help manage risky situations.
3. Hand in to your teacher:
  - your written scenario or comic strip
  - *Thoughts and feelings* worksheet.

**THOUGHTS AND FEELINGS**

1. Explain what the main character may have been feeling in the scenario.

2. Explain what the main character may have been thinking in the scenario.

3. Describe helpful thoughts the main character could use to resist pressures to drink alcohol in this situation.

4. Why is using helpful thoughts a good strategy for managing risky situations? Use examples to support your answers.



# MARKING KEY

Concept	MARKS
<b>EXPLANATION OF THOUGHTS AND FEELINGS</b>	
Clear and relevant explanation; includes several relevant thoughts and feelings.	EXCELLENT (5 marks)
Clear explanation; includes at least four relevant thoughts and feelings.	HIGH (4 marks)
Clear explanation; includes some relevant thoughts and feelings.	SATISFACTORY (3 marks)
Basic, simple and/or limited explanation. Thoughts and feelings may not be appropriate.	LIMITED (2 marks)
Limited explanation.	VERY LOW (1 marks)
<b>DESCRIPTION OF HELPFUL THOUGHTS</b>	
Clear and relevant description; includes multiple appropriate helpful thoughts.	EXCELLENT (5 marks)
Clear description; includes at least three appropriate helpful thoughts.	HIGH (4 marks)
Clear description; includes at least two appropriate helpful thoughts.	SATISFACTORY (3 marks)
Basic, simple and/or limited description. Helpful thoughts may not be appropriate.	LIMITED (2 marks)
Limited explanation.	VERY LOW (1 marks)
<b>JUSTIFICATION OF HELPFUL THOUGHTS</b>	
Clear, accurate and comprehensive justification supported by relevant examples.	EXCELLENT (5 marks)
Clear and accurate justification with some detail supported by at least one relevant example.	HIGH (4 marks)
Clear and accurate justification written in general terms and supported by a relevant example.	SATISFACTORY (3 marks)
Basic, simple and/or brief justification supported by irrelevant example.	LIMITED (2 marks)
Limited or irrelevant justification.	VERY LOW (1 marks)
<b>TOTAL MARKS</b>	<b>/15</b>