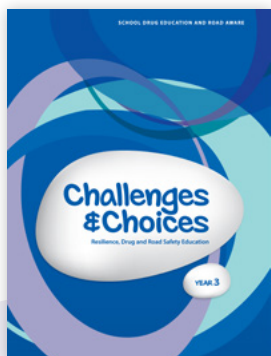


CHALLENGES AND CHOICES

YEAR 3 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ALCOHOL AND OTHER DRUGS



TASK DETAILS	
TITLE OF TASK	What can Dylan do?
TASK DESCRIPTION	In this task students will identify assertive ways to deal with given situations about passive smoking.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Responses to the given scenario
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> One lesson of class time
TASK PREPARATION	
PRIOR LEARNING	<p>Students have:</p> <ul style="list-style-type: none"> identified actions they could take to respond to passive smoking identified the outcomes of each action selected and justified an action. <p>Students are familiar with what assertive behaviour looks like, sounds like and feels like; and the differences between assertive, submissive and aggressive behaviour.</p>
RESOURCES	Challenges and Choices Year 3 Module 2 Activity 6 – Thinking about avoiding passive smoke
ASSESSMENT DIFFERENTIATION	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	
CONTENT	<ul style="list-style-type: none"> Assertive behaviours and communication skills to respond to unsafe situations such as: <ul style="list-style-type: none"> keeping calm using appropriate non-verbal communication skills seeking help.
PROPOSITIONS	<ul style="list-style-type: none"> Take a strengths-based approach. Develop health literacy. Include a critical inquiry approach.



TEACHER INSTRUCTIONS

1. As a class, revise and discuss one or two of the scenarios from *Challenges and Choices Year 3 Focus Area 2 Activity 6 Thinking about avoiding passive smoke* (refer activity sheet, pp. 76-77). In the discussion, focus on possible outcomes of the situations and possible student responses eg doing something or saying something. This is a good introductory experience to assertive communication. Explain the importance of practising situations so that statements and positive actions become 'second nature'.
2. Introduce the task by telling students they are going to identify ways to be assertive; staying safe in a very tricky situation.
3. Read the following scenario to students.

Scenario

Dylan's 14 year old brother Tom smokes in the house when there are no adults around. Dylan knows about the dangers of passive smoking and can't stand the smell of smoke. She is not sure what to say to her brother. Dylan is 8 years old.

4. As a class, brainstorm assertive responses Dylan could say to Tom. For each one, discuss what makes it an assertive response using the *Assertiveness tester*. Alternatively, provide one assertive and less assertive response to model with students and use the *Assertiveness tester*.
5. Using the *What can Dylan do?* activity sheet, students respond to the scenario by identifying how they can stay safe in this situation through using an assertive response.



Students cannot use any of the responses already discussed in class for their activity sheet.

SAMPLE ANSWERS

Ideas for staying calm include (but are not limited to):

- take a deep breath before you start speaking or as you are speaking
- take your time to speak and use a clear, firm voice
- breathe deeply or count to 10 in your head before you react if the person says something you don't like
- do some tense and release exercises before speaking to Tom eg tense muscles in the body and walk like a robot for 10-20 seconds, then go limp and be like a rag doll
- if things are not going well, leave the conversation and go back and speak with Tom later.

Other strategies to respond in unsafe situations include (but are not limited to):

- tell Tom how you feel and why you don't like him smoking in the house
- picture yourself speaking with Tom and getting your message across
- stand tall; use strong, positive body language when you are talking
- maintain eye contact with Tom.

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

Name _____

What can Dylan do?

1. Respond to the scenario by identifying how you can stay safe in this situation by using an assertive response. You cannot use any of the responses already discussed in class for this task.



Scenario

Dylan's 14 year old brother Tom smokes in the house when there are no adults around. Dylan knows about the dangers of passive smoking and can't stand the smell of smoke. She is not sure what to say to her brother. Dylan is 8 years old.

What could Dylan say to Tom? Write **three** assertive responses.

1. _____
2. _____
3. _____

Choose the **most** assertive response (above) and write the number here.

Why did you choose this response?

If you were Dylan, what would you do to stay calm when you speak to Tom?

What else could you do to make sure you get your message across to Tom?

MARKING KEY

DESCRIPTION	MARKS
ASSERTIVE RESPONSE AND JUSTIFICATION	
Describes three appropriate assertive responses to the situation and an appropriate justification.	EXCELLENT (5 marks)
Describes two appropriate assertive responses to the situation and an appropriate or mostly appropriate justification.	HIGH (4 marks)
Describes one or two simple yet appropriate assertive responses to the situation and simple justification.	SATISFACTORY (3 marks)
Describes one simple and mostly appropriate assertive response to the situation and basic or inappropriate justification (or no justification). Prompting may be required.	LIMITED (2 marks)
Provides an inappropriate response and/or justification despite teacher prompts.	VERY LOW (1 mark)
STRATEGIES TO RESPOND IN UNSAFE SITUATIONS E.G. WAYS TO STAY CALM; OTHER STRATEGIES TO RESPOND TO UNSAFE SITUATIONS	
Provides multiple coherent and appropriate strategies.	EXCELLENT (5 marks)
Provides mostly coherent and appropriate strategies with some detail.	HIGH (4 marks)
Provides simple strategies that may be brief or lack depth of understanding.	SATISFACTORY (3 marks)
Provides some simple strategies, however may be inappropriate or brief.	LIMITED (2 marks)
Provides a simple strategy, with varying appropriateness or accuracy.	VERY LOW (1 mark)
TOTAL MARKS	/10

ASSERTIVENESS TESTER			
TICK YES, NO OR MAYBE FOR EACH RESPONSE.	YES	NO	MAYBE
Assertive Response 1:			
1. Is the response clear and direct?			
2. Does the response explain the problem?			
3. Does the response describe how the person's behaviour makes you feel?			
4. Does the response use respectful words?			
5. Does it sound like the person is standing up for themselves?			
TICK YES, NO OR MAYBE FOR EACH RESPONSE.	YES	NO	MAYBE
Assertive Response 2:			
1. Is the response clear and direct?			
2. Does the response explain the problem?			
3. Does the response describe how the person's behaviour makes you feel?			
4. Does the response use respectful words?			
5. Does it sound like the person is standing up for themselves?			

