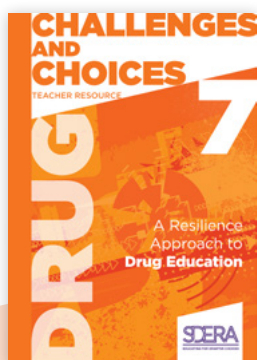


CHALLENGES AND CHOICES

YEAR 7 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ALCOHOL AND OTHER DRUGS



TASK DETAILS

TITLE OF TASK	Caffeine investigation
TASK DESCRIPTION	In this task students will identify and investigate key information about caffeine, and develop an informative resource for people their age. They will also assess a resource produced by their peers.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> • Graphic organiser (optional) • Survey results (optional) • Final resource (one per pair) • Resource evaluation form (one per student)
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<p>Four weeks</p> <ul style="list-style-type: none"> • Two lessons of class time to explain and commence task • Two weeks of out of class time <p>Students work in pairs to develop a resource and work individually to evaluate the resource of a peer.</p>

TASK PREPARATION

PRIOR LEARNING	<p>Students have:</p> <ul style="list-style-type: none"> • identified a range of facts about caffeine including its short-term impact on the body, reasons why young people use caffeine and what can happen when too much caffeine is consumed.
RESOURCES	<p>Challenges and Choices Year 7 Module 2 Topic 2 Activity 1 – Caffeine – the facts</p>
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"> • Strategies to make informed choices to promote health, safety and wellbeing. • Preventive health practices for young people to avoid and manage risks.
PROPOSITIONS	<ul style="list-style-type: none"> • Develop health literacy. • Include a critical inquiry approach.



TEACHER INSTRUCTIONS

1. Revise the following information:
 - the immediate effects of caffeine on the body
 - common foods and drinks that contain caffeine
 - why young people use caffeine
 - the effects of caffeine on children
 - what can happen if a person has too much caffeine
 - levels of caffeine in energy drinks.
2. Reinforce the following information:
 - the effects of caffeine use will vary from person to person based on the characteristics of the person using the drug, the environment where it is being taken, and the drug itself
 - there is no safe level of drug use and that the use of caffeine (as with any other drug) carries some risk.
3. Explain that at present there are no guidelines for children's intake of caffeine. In this task, students will work in pairs to produce a resource containing key information and advice for people their age about caffeine.
4. Brainstorm between six and eight key facts that young people should know about caffeine. Record each of these facts on a research (graphic) organiser.



Graphic organiser examples provided in the student section of the assessment task.

5. Working in pairs, students investigate each fact and expand (taking notes) on what it means. They also note why it is important for young people to know this information. Record all sources of information used on the graphic organiser.
6. Students design a simple survey to road test their facts with at least six peers (outside of their current class). The aim of the survey is to decide on five key pieces of information for their resource based on feedback from their peers.



Following the peer survey, students can change or revise their facts where necessary.

7. Students design their resource. The resource must include:
 - five key pieces of information
 - a rationale for the selection of information
 - a list of information sources.
8. Outline suitable ways for students to present their work creatively which may include:
 - an eye catching poster/brochure or flyer to put up around the school, for example in the shape of a caffeine receptacle
 - a radio advertisement
 - an advertisement suitable for TV, social (online) media or the school newsletter.



Other formats can be used to present the information.

9. Working individually, students complete an assessment of a resource produced by their peers using the *Resource evaluation form*.

CHALLENGES AND CHOICES

ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ALCOHOL AND OTHER DRUGS

Student name: _____

TASK

1. Brainstorm between **six and eight key facts** that young people should know about caffeine. Record each of these facts on a research (graphic) organiser of your choice. Samples of graphic organisers have been provided for you to use.
2. Working **in pairs, investigate each fact and expand** (taking notes) on what it means. Note **why it is important** for young people to know this information. **Record all sources** of information used on the graphic organiser.
3. **Design a simple survey** to road test their facts with **at least six** peers (outside of your current class). The aim of the survey is to decide on **five key pieces of information** for your resource based on feedback from your peers.



Following the peer survey, you can change or revise your facts if necessary.

4. Once you have decided upon your five key pieces of information and working in your pair, **design your resource**. It must include:
 - five key pieces of information
 - a rationale for the selection of information
 - a list of information sources.

Your resource should **present your information creatively**. Suggestions include:

- an eye catching poster/brochure or flyer to put up around the school eg in the shape of a caffeine receptacle
- a radio advertisement
- an advertisement suitable for TV, social (online) media, or the school newsletter.



Other formats can be used to present the information.
Discuss this with your teacher.

5. **Working individually** complete an assessment of a resource produced by your peers using the *Resource evaluation form*.
6. Hand in to your teacher your:
 - resource
 - *Resource evaluation form*

MARKING KEY

DESCRIPTION	MARKS
PRODUCT (12 MARKS)	
Marking criteria – Content (five key pieces of information)	
Accurate information, which is highly relevant for target group. Varied and reliable sources of evidence are used.	7-8 marks
Accurate information, which is mostly relevant for target group. Sources of evidence are mostly reliable.	5-6 marks
Mostly accurate information, with some relevance to target group. Sources of evidence are limited and may be unreliable.	3-4 marks
Some accurate information and relevance. Sources of information are unreliable or few in number.	1-2 marks
Marking criteria – Rationale	
Position is clearly stated and reliable supporting evidence is provided.	4 marks
Position is stated clearly and mostly reliable supporting evidence is provided.	3 marks
Position is unclear, or presented confusingly and supporting evidence is limited or not provided,	2 marks
Position is not stated, nor is appropriate supporting evidence provided.	1 mark
RESOURCE EVALUATION (12 MARKS)	
Marking criteria – PMI evaluation	
Comprehensive analysis of resource. All boxes filled with accurate and relevant considerations.	7-8 marks
Satisfactory analysis of resource. All or most boxes filled with accurate (or mostly accurate) and relevant considerations.	5-6 marks
Satisfactory, yet brief analysis of resource. Some boxes filled with relevant considerations.	3-4 marks
Attempts to analyse resource across P, M and I domains. Some accurate content provided, with teacher prompts.	1-2 mark
Marking criteria – Rationale for score	
Comprehensive and relevant justification provided with reference to concepts emerging from PMI.	4 marks
Relevant justification provided with reference to some concepts emerging from PMI.	3 marks
Justification has some relevance, minimal links to concepts identified in PMI.	2 marks
Attempts to make relevant argument for score (justification). May not link to concepts from PMI; or these concepts have limited relevance.	1 mark
TOTAL MARKS	/24

CHALLENGES AND CHOICES ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION ALCOHOL AND OTHER DRUGS

RESOURCE EVALUATION FORM

Name of reviewer: _____

Names of resource developers: _____

PLUS, MINUS AND INTERESTING!		
PLUS (POSITIVES) What are three positives about the resource?	MINUS (NEGATIVES) What are three negatives about the resource?	INTERESTING What are three other interesting things you noted about the resource?
1.	1.	1.
2.	2.	2.
3.	3.	3.

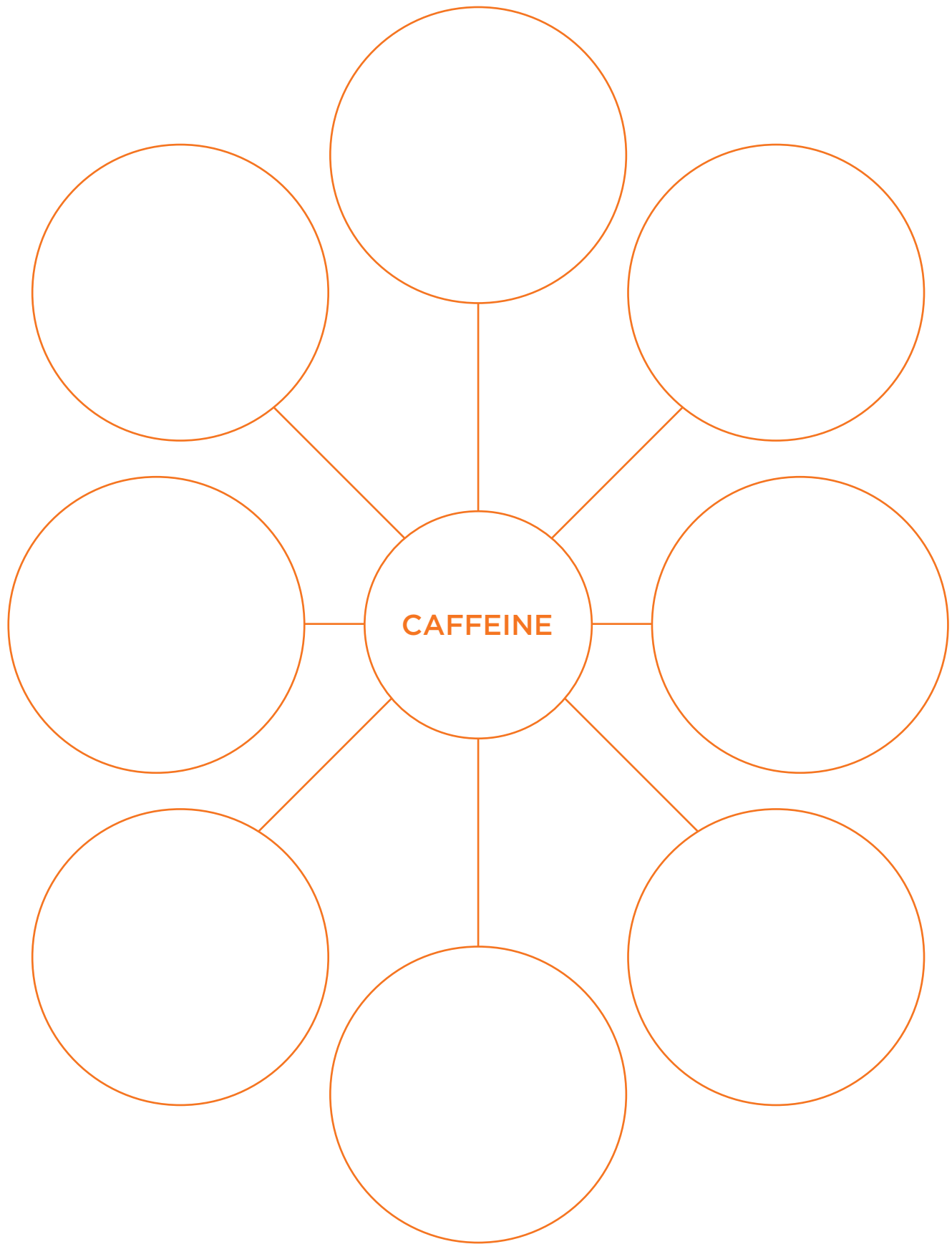
Give the resource a score out of 5. 5 = excellent and 1 = poor.

My score: _____

Write **at least two paragraphs** explaining why you have given this score. Remember to construct your paragraphs using topic, body and concluding sentences.

GRAPHIC ORGANISERS

Idea Wheel



Fact Charts

FACT	ADDITIONAL NOTES
	<p>Source:</p>
	<p>Source:</p>
	<p>Source:</p>
	<p>Source:</p>
	<p>Source:</p>
	<p>Source:</p>
	<p>Source:</p>
	<p>Source:</p>



Fact Charts

Fact	
Supporting information	
Source	
Fact	
Supporting information	
Source	
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Supporting information	
Source	
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Supporting information	
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Source	
Fact	
Supporting information	
Source	

Tree Chart

