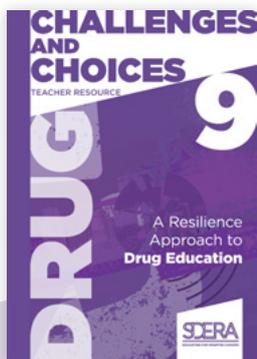


# CHALLENGES AND CHOICES

## YEAR 9 ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### ALCOHOL AND OTHER DRUGS



# 9

TASK DETAILS	
<b>TITLE OF TASK</b>	<b>Mythbusting</b>
<b>TASK DESCRIPTION</b>	This task is in two parts. In Part 1, students research and correct a myth about drug use using reliable and credible sources of information. In Part 2, students reflect on why myths exist, how they can be corrected and how to identify accurate and relevant drug information.
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Video file (in appropriate format)</li> <li>• Written reflective questions</li> </ul>
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	Four weeks <ul style="list-style-type: none"> <li>• Two lessons of class time to explain and work on the task</li> <li>• Two weeks of out of class time</li> </ul> Students work in groups of 3 or 4 to complete Part 1 of this task. Part 2 is to be completed individually.
TASK PREPARATION	
<b>PRIOR LEARNING</b>	Students have: <ul style="list-style-type: none"> <li>• identified risks associated with the harmful use of alcohol</li> <li>• compared conventional cigarettes with e-cigarettes</li> <li>• investigated the reliability of different drug information sources.</li> </ul>
<b>RESOURCES</b>	Challenges and Choices Year 9 Topic 2 Activity 4 – Managing potential harms from alcohol use Topic 3 Activity 2 – E-cigarettes Topic 4 Activity 1 – Cannabis information
<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>• Factors that shape identities and adolescent health behaviours, such as the impact of:               <ul style="list-style-type: none"> <li>▪ societal norms</li> <li>▪ stereotypes and expectations</li> <li>▪ the media.</li> </ul> </li> <li>• Skills to determine the appropriateness and reliability of health information.</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. Brainstorm different myths about alcohol, tobacco and cannabis students may have heard. Accept all answers, including those that students may not be sure about.

For example:

- girls are more at risk of harm from binge drinking than boys
  - socialising with friends and drinking alcohol are a normal part of growing up for teenagers
  - smoking is not such a big problem for young people any more
  - e-cigarettes are a safe alternative to smoking
  - cannabis is not an addictive drug
  - synthetic marijuana is safe
  - cannabis is a much safer drug than alcohol
  - it is easy to give up using cannabis
  - cannabis can be an effective way to manage stress.
2. Working in small groups, students consider the range of myths and choose one to research. They will use information from reliable and accurate sources to correct the myth.
  3. Students then write a script and create a short video which includes accurate and credible information that corrects the myth for an audience of their peers.
  4. Students take notes from their research and record all information sources used.
  5. Working individually, students complete and submit responses to three reflective questions.
  6. Explain each part of the task, including where and how marks will be allocated.

**Answers for Part 2 could include (but are not limited to):**

### Question 1

- Myths may be long-standing (been around for a long time) and could therefore be based on evidence that is no longer valid (or is outdated).
- Myths may sound real (genuine) and are therefore easily believed.
- Myths may be established due to fear and not based on fact.
- Myths may have some element of truth to them so people accept them as being accurate.
- The myth has become part of the social fabric of society, or a social norm, which means that most people believe them.
- People who are respected/trusted in the community believe the myth or speak out in favour of the myth. This could include people who work in the media, such as someone who reports the news, or a blogger on social media who has thousands/tens of thousands of followers.
- There is a lack of accurate information about the myth or experts might be divided about whether the myth is accurate.
- People may be aware the myth is not 100% accurate but are satisfied that it is mostly accurate and therefore accept it as true.

### Question 2

- Do not repeat the myth as this can reinforce it.
- Provide evidence, proof or an alternative explanation which proves that the myth is incorrect.
- Explain why the myth is incorrect and replace it with a fact.
- Use simple language to disprove the myth that people will understand and can relate to.
- Persuade/use an influential person to speak out to correct the myth and provide alternative accurate information.
- Write a blog which corrects the myth and promotes accurate information. Promote this in the school community.
- Don't tell people they are wrong as this could backfire and strengthen or reinforce their belief.

### Question 3

- The author's name is listed and they are qualified to write about the topic/the author is an expert in their field.
- The information comes from a reliable source such as a peer-reviewed scientific journal.
- The information comes from a .gov or .edu source.
- The information is up-to-date (current) and a date is provided for when the information was published.
- There are no commercial interests that would benefit from the information.
- Information used in the source is verifiable (it is clear where the information has come from and this can be checked).
- The information is well balanced/there is no prejudice, bias or opinion, or persuasive tactics used by the author.

# CHALLENGES AND CHOICES ASSESSMENT TASK

## HEALTH AND PHYSICAL EDUCATION ALCOHOL AND OTHER DRUGS

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

### TASK

There are two parts to this task. In Part 1 you will work in a small group to produce a video which corrects a myth about either tobacco, alcohol or cannabis. In Part 2 you will work individually to explain what a myth is, how they develop and how to correct them. Follow the steps below as a guide.

#### PART 1 (18 MARKS)

1. Decide on a myth and have it approved by your teacher.
2. Research the myth. You are looking for:
  - accurate information that corrects the myth
  - information that adds to people's understanding about why the myth is incorrect.



Use reliable sources of information only and keep a record of sources. This record of sources needs to be included in the final video.

3. Decide on how you will sequence/use the information you have researched and draft a script for a video. Your aim is to tell a story which will provide accurate information and correct the myth for an audience of your peers.
4. As a whole group, read and edit the script (do this several times). Consider where you will include music, graphics, images and other effects to reinforce the information you have included. Ensure you state some very clear key messages for the audience.
5. Decide on a setting, backdrops, costumes and/or props for the video. Keep it simple. The emphasis is on clearly presenting reliable information to the audience and correcting the myth.
6. Read through the script and rehearse the video (do this several times).
7. Film the video.
8. Edit the video adding music, text and/or other graphics.

#### Final product instructions

The following content should be included in the video:

- the myth (which is the focus of the video)
- accurate information that corrects the myth
- sources of information that have been used to disprove the myth.



Note:

- Recorded videos must be between **one and two minutes** long.
- Videos **must comply** with the format assigned by the teacher.

#### PART 2 (16 MARKS)

Working individually, provide answers to the following.

1. Outline **four reasons** why myths about drugs exist in the community.
2. Write **at least two paragraphs** discussing different ways to correct misinformation about drug use. Use examples to support your answer.
3. Locate **two accurate and reliable sources** of drug information. Name each source, and explain why it is accurate and reliable.



Remember to hand in to your teacher:

1. Group video presentation.
2. Individual response to three questions.
3. Assignment sheet with marking guide.



# MARKING KEY

PART 1 (18 MARKS)		MARKS
<b>Content</b>		
Engaging and high quality content; sufficient (not overly detailed) and clearly presented; information is relevant.		5-6
Engaging content; sufficient and relevant information, generally well presented.		3-4
Mostly engaging content although brief, and/or information may be invalid to correct myth; mostly clear presentation.		1-2
<b>Overall effectiveness (correcting or 'busting' the myth)</b>		
Effectively corrects misinformation; includes very clear key messages for audience to take away; presented in an effective format.		5-6
Attempts to correct misinformation using accurate data; includes some key take away messages for audience.		3-4
Attempts to correct myth although information may be irrelevant; includes simple message for audience.		1-2
<b>Reliability of sources</b>		
Multiple reliable sources used; information chosen from sources is accurate and non-biased; clear presentation of reference sources.		5-6
Sufficient number of sources used; some less reliable sources chosen; information is generally accurate; reference material is presented satisfactorily.		3-4
Few reliable sources used; information has some inaccuracies; reference material is presented unclearly.		1-2
<b>Part 1 marks</b>		<b>/18</b>

PART 2 (16 MARKS)		MARKS
<b>Question 1</b>		
One mark for each suitable response.		1-4
<b>Question 2</b>		
Marks as follows:		
• Includes detail and at least three accurate ways to correct misinformation; includes relevant supporting examples.		5-6
• Includes some detail and one or two ways to correct misinformation; includes at least one relevant supporting example.		3-4
• Includes a brief response and one or two ways to correct misinformation; includes one (or no) supporting example although may lack relevance.		1-2
<b>Question 3</b>		
Marks as follows:		
• Names two reliable sources; includes detailed explanations.		5-6
• Names two reliable sources or there is some doubt as to the reliability of both sources; includes some detail.		3-4
• Names unreliable sources; response may be limited and/or may contain inaccuracies.		1-2
<b>Part 2 marks</b>		<b>/16</b>

<b>TOTAL MARKS</b>		<b>/34</b>
--------------------	--	------------