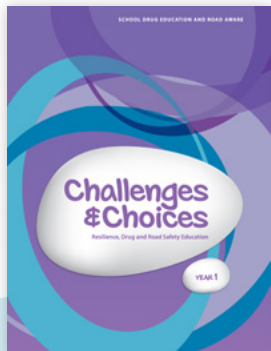


CHALLENGES AND CHOICES

YEAR 1 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ALCOHOL AND OTHER DRUGS



TASK DETAILS	
TITLE OF TASK	What would you do?
TASK DESCRIPTION	In this task students will identify an emergency scenario and provide reasons why urgent action is needed. They will also propose an appropriate action they would take in this situation.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Worksheet – <i>What would you do?</i>
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> One lesson of class time to explain and complete task Students work individually. As required, provide students with a support person to help with the activity and/or scribe student responses. Alternatively, student responses can be recorded.
TASK PREPARATION	
PRIOR LEARNING	<p>Students have described the following warning words, signs and symbols:</p> <ul style="list-style-type: none"> keep out of reach of children poison caution warning. <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	<p>Challenges and Choices Year 1 Focus Area 2 Activity 2 – Warning words and symbols Focus Area 2 Activity 5 – Making decisions around hazardous substances</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	<p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> dialling 000 in an emergency reading basic safety signs accessing a safety house or a trusted network asking a trusted adult.
PROPOSITIONS	<ul style="list-style-type: none"> Take a strengths-based approach. Develop health literacy. Include a critical inquiry approach.



LINKS TO OTHER RELEVANT RESOURCES

EARLY YEARS LEARNING FRAMEWORK

Outcome 3: Children have a strong sense of wellbeing

Children take increasing responsibility for their own health and wellbeing

Outcome 4: Children are confident and involved learners

Children transfer and adapt what they have learnt from one context to another

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children begin to understand how symbols and patterns work

NATIONAL QUALITY STANDARD

QA2 Children's health and safety

Every reasonable precaution is taken to protect children from harm and any hazards likely to cause injury

QA6 Collaborative partnerships with families

Current information is made available to families and community services and resources to support parenting and family wellbeing

TEACHER INSTRUCTIONS

1. Revise with students the warning words and symbols from *Focus Area 2 Activity 2 Warning Words and symbols* on p. 56 of *Challenges and Choices*. Remind students that it is very important to know what these words and symbols mean so they can stay safe around medicines and other hazardous substances.
2. Sometimes medicines or other hazardous substances may be stored in containers that don't have warning signs on them. Stress to students that if they are not sure if a substance is hazardous, it is always best to assume it is.
3. Share Sarah's story with the students.

Sarah's story

Seven year old Sarah was at home with her little brother Max. Her Mum had run next door to a neighbour to get some milk for the biscuits they were baking.

Max was playing in the pantry and when Sarah went in to find him she found an open bottle of yellow liquid next to him on the floor. Max had a yellow ring around his mouth and it looked like he had drunk some of the liquid.

Sarah looked at the bottle and couldn't find any poisonous symbols or warnings on it. The container had no labels or information on it and the liquid looked like cordial. Then she smelt the liquid. This smells funny, she thought. Not like cordial at all.

4. As a class identify the facts of the story:
 - Max drank the yellow liquid
 - the liquid looked like cordial
 - the container did not have any warning signs or symbols on it
 - the container was unlabelled; it was not clear what the liquid was
 - the liquid had a funny smell
 - Mum is next door.
5. Ask students if this situation is an emergency. Why? Responses could include:
 - yes, because Max could have drunk a poisonous/hazardous liquid
 - yes, because Max could get very sick
 - yes, because it's not clear how much Max has drunk
 - yes, because it is important to get an adult to help in case Max starts vomiting.
6. Explain to students they are going to pretend they are Sarah and work out what to do. Discuss some possible options. Sarah could:
 - put the liquid out of reach straight away
 - stay with Max and watch if he gets sick
 - run next door and get Mum
 - make a telephone call to Mum and tell her what happened (stay with Max)
 - call 000
 - make a telephone call to another adult who could help.
7. Using the *What would you do?* worksheet students respond to the questions.

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

Name _____

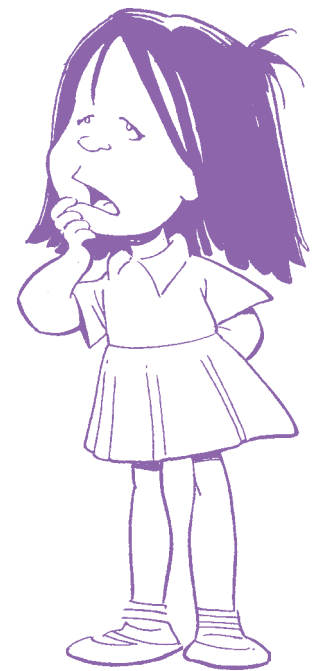
1. Listen to Sarah’s story.

Sarah’s story

Seven year old Sarah was at home with her little brother Max. Her Mum had run next door to a neighbour to get some milk for the biscuits they were baking.

Max was playing in the pantry and when Sarah went in to find him she found an open bottle of yellow liquid next to him on the floor. Max had a yellow ring around his mouth and it looked like he had drunk some of the liquid.

Sarah looked at the bottle and couldn’t find any poisonous symbols or warnings on it. The container had no labels or information on it and the liquid looked like cordial. Then she smelt the liquid. This smells funny, she thought. Not like cordial at all.



2. Think about whether this is an emergency or not. What could you do?
 3. Answer the questions on the worksheet *What would you do?*

MARKING KEY

CONCEPTS	MARKS
KNOWS WHAT AN EMERGENCY SITUATION IS AND WHY	
Clearly outlines why the situation is an emergency; referring to at least two key facts in the story as supporting evidence.	EXCELLENT
Outlines why the situation is an emergency; referring to at least one key fact in the story as supporting evidence.	HIGH
States why the situation is an emergency in mostly clear terms and minimal supporting evidence.	SATISFACTORY
States why the situation is an emergency, without supporting evidence.	LIMITED
States why the situation is an emergency.	VERY LOW
HELP SEEKING STRATEGY	
Clearly describes an appropriate strategy.	EXCELLENT
Describes an appropriate strategy.	HIGH
Describes an appropriate strategy, although may require teacher prompting.	SATISFACTORY
Describes a somewhat appropriate strategy with teacher prompts.	LIMITED
Describes an inappropriate strategy for the situation, despite generous teacher promotes.	VERY LOW

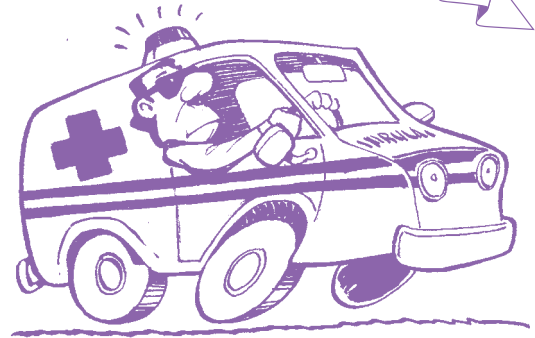
**CHALLENGES AND CHOICES
ASSESSMENT TASK**
HEALTH AND PHYSICAL EDUCATION
ALCOHOL AND OTHER DRUGS

Name _____

WHAT WOULD YOU DO?

The facts of the story.

- Max drank the yellow liquid.
- The liquid looked like cordial.
- The container did not have any warning signs or symbols on it and was not labelled.
- The liquid had a funny smell.
- Mum is next door.



Why is this an emergency?

What would you do?