

CHALLENGES AND CHOICES

YEAR 2 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ALCOHOL AND OTHER DRUGS



2

TASK DETAILS	
TITLE OF TASK	What is safe?
TASK DESCRIPTION	In this task students will complete some cloze sentences about the safe use of medicines.
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Completed scenario activities and/or recordings of children reading their completed sentences.
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> One lesson of class time As required, provide students with a support person to read out each scenario, and/or scribe student responses.
TASK PREPARATION	
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> identified what people should do (things that are safe) and shouldn't do (things that are unsafe) when using medicines.
RESOURCES	Challenges and Choices Year 2 Module 2 Activity 5 – Safe use of medicines
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"> Actions that keep people safe and healthy in and outside the classroom.
PROPOSITIONS	<ul style="list-style-type: none"> Take a strengths-based approach. Develop health literacy.



LINKS TO OTHER RELEVANT RESOURCES

EARLY YEARS LEARNING FRAMEWORK	<p>Outcome 3: Children have a strong sense of wellbeing Children take increasing responsibility for their own health and physical wellbeing</p> <p>Outcome 4: Children are confident and involved learners Children transfer and adapt what they have learnt from one context to another</p> <p>Outcome 5: Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes</p>
NATIONAL QUALITY STANDARD	<p>QA1 Education program and practice 1.1.6 Each child's agency is promoted enabling them to make choices and decisions and influence events in their world</p> <p>QA2 Children's health and safety 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazards likely to cause injury</p> <p>QA6 Collaborative partnerships with families 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing</p>

TEACHER INSTRUCTIONS

1. Revise with students what people should do (things that are safe) and shouldn't do (things that are unsafe) when using medicines (refer to *Challenges and Choices Focus Area 2 Activity 5 Safe use of medicines*).


For example:

Should do	Shouldn't do
Keep medicines away from small children.	Don't take medicines that are past their use-by-date.
Tell an adult if the medicine makes you feel worse.	Don't take someone else's medicine.
Follow the instructions on how much and when to take the medicine.	Don't touch syringes that you may find; get an adult.
Always check the use-by-date.	Don't try any medicine you find.
Only take medicine from an adult you trust.	Always finish all the tablets in the packet if you are taking antibiotics.
Think about what else you could do to make you feel better before you take medicine.	Don't give your medicine to anyone else.

2. Explain to students they are going to listen to a scenario (short story). They are going to imagine they are the person in the scenario.

 Use one of the scenarios from *Challenges and Choices Focus Area 2 Activity 5 Safe use of medicines*.

3. Discuss how the children can stay safe and how they can help others to stay safe using the scenario.
4. Introduce the *What is safe?* worksheet. Working individually (or with help as required), students respond to each scenario by identifying what they can do in each situation to stay safe. In scenario 3, they also identify what they can do to keep others safe.

 **Suggested scaffolds**
Model the activity with the class using selected scenarios from *Activity 5 Safe use of medicines*, Activity Sheet, p. 72.

**CHALLENGES AND CHOICES
ASSESSMENT TASK**
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Name _____

1. Read each scenario. Write down what you can do to stay safe. In scenario 3, identify what you can do to keep others safe.

Scenario 1

You are huffing and puffing after running a very fast race. Your friend gives you their asthma puffer.

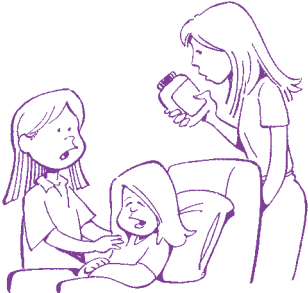
To keep myself safe I would....



Scenario 2

The doctor gave you some medicine. After you take it you start to feel worse.

To keep myself safe I would....



Scenario 3

You find some pills on the floor at your grandma's house.

To keep myself safe I would....



To keep others safe I would....



MARKING KEY

CONCEPTS	MARKS
ACTIONS TO KEEP PEOPLE SAFE (SCENARIOS 1, 2 & 3)	
Describes appropriate ways to stay safe in a range of situations.	EXCELLENT
Describes some appropriate ways to stay safe.	HIGH
Identifies a generally appropriate way to stay safe in at least one situation.	SATISFACTORY
Identifies a somewhat appropriate way to stay safe.	LIMITED
Identifies an incorrect way to stay safe.	VERY LOW
ACTIONS TO KEEP OTHERS SAFE (SCENARIO 3)	
Describes an appropriate action they can take to keep others safe.	EXCELLENT
Describes a mostly appropriate action they can take to keep others safe.	HIGH
Identifies one appropriate action they can take to keep others safe.	SATISFACTORY
Identifies a somewhat appropriate action to keep others safe.	LIMITED
Identifies an incorrect way to keep others safe.	VERY LOW