

CHALLENGES & CHOICES

2

SAMPLE

Where required, adapt this assessment task to reflect your local context.

Year 2 Assessment Task

Task details

Title of task	Ride in style
Task description	In this task students will work in groups to design a short role play showcasing how to travel safely on a bus.
Evidence to be collected	<ul style="list-style-type: none">• Observations of a role play presentation (small group assessment)• Reflection (one per student)
Suggested time and assessment	<ul style="list-style-type: none">• Two lessons of in-class time

Task preparation

Prior learning	Students have: <ul style="list-style-type: none">• identified safe behaviour for travelling on a bus.
Resources	Challenges and Choices Year 2
Differentiation	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.

Western Australian Curriculum – Health and Physical Education Syllabus

Content	Sub-strand	Being healthy, safe and active
	Content descriptions	Strategies and behaviours that promote health and wellbeing
Propositions		<ul style="list-style-type: none">• Take a strengths-based approach.• Include a critical inquiry approach.• Develop health literacy.

Links to other relevant resources

Early Years Learning Framework	<ul style="list-style-type: none"> • Outcome 1: Children have a strong sense of identity <ul style="list-style-type: none"> ▪ Children develop their emerging autonomy, interdependence, resilience and sense of agency • Outcome 3: Children have a strong sense of wellbeing <ul style="list-style-type: none"> ▪ Children become strong in their social and emotional wellbeing ▪ Children take increasing responsibility for their own health and physical wellbeing • Outcome 4: Children are confident and involved learners <ul style="list-style-type: none"> ▪ Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
National Quality Standard	<ul style="list-style-type: none"> • QA1 Education program and practice <ul style="list-style-type: none"> ▪ 1.2.3. Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world

★ Teacher instructions

1. Revise safe behaviour for travelling on a bus. Ensure the discussion focuses on behaviours both inside and outside of the bus (refer to *Challenges and Choices*).

Acting safely inside the bus	Acting safely outside of the bus
<ul style="list-style-type: none"> • Enter the bus quietly • Walk to your seat and sit down straight away • Sit facing forward • Store bags on your lap (not in the aisle) • Keep all of your body inside the bus • Offer your seat to an adult • If you have to stand, hold onto a handrail • Be quiet and calm so you don't distract the driver 	<ul style="list-style-type: none"> • Stand away from the kerb, watching carefully for the bus to arrive • Keep your things (such as sporting equipment eg ball) in a bag, carefully secured • Wave to stop the bus (and get the driver's attention) • Stand well back from the kerb as the bus approaches and you wait to get on the bus • Wait for others to get off the bus before you get on • Never cross a road in front or behind a bus

2. Explain to students that they are going to work in small groups (4-5 people) to design a short role play presentation. It should be no longer than two minutes.

The role play will need to demonstrate:

- how to act safely while waiting for a bus (ie outside of the bus) **OR**
- how to act safely inside the bus.

3. Explain that each group will have the following roles.

- Narrator – 1 person
- Bus driver – 1 person
- Passengers – 2-3 people

The role of the narrator is to:

- introduce the role play and characters
- describe how each passenger is behaving/acting safely.

4. Assist students to form small groups. Each group will then need to decide:

- whether they are going to focus on behaving safely inside **OR** outside of a bus
- each person's role.

5. Provide the *Group planning* worksheet (page 4). Groups use this to plan their role play, brainstorming how passengers will demonstrate safe behaviour and why this is important. Groups will also need to draw their bus and place the bus driver and passengers in the drawing.

6. After sufficient planning time, provide time for students to practise their role play. Offer guidance to each group.

7. Each group is then to perform their role play in front of their class. Observe the role plays.

Note

The role plays could be videoed to review later.

8. After their performance, provide class time for students to reflect on why it is important to act safely either outside or inside a bus. Students write their response on the *Reflection* worksheet (page 5).

9. Remind students that they will need to hand in a group planning worksheet and their individual reflection.

Assessment Task

Road Safety

Group names:

Ride in style



Group planning worksheet

TASK

1. Use this page to plan your role play in your group.
2. Start by brainstorming what messages you could share about acting safely both inside and outside of a bus. Write your thoughts in the chart below.

How to be safe while **ON** the bus

What messages will you be showing?	Why is this important?
1.	
2.	
3.	
4.	

How to be safe while **OUTSIDE** the bus

What messages will you be showing?	Why is this important?
1.	
2.	
3.	
4.	

3. Choose whether your role play will be about demonstrating safe behaviours inside or outside of a bus. Tick the correct box below.
 - Safe behaviours inside a bus
 - Safe behaviours outside of a bus

Assessment Task
Road Safety

4. Draw your bus layout in the box below. Show where your driver and passengers will be and label what they will be doing. Remember to show safe behaviours.

Assessment Task
Road Safety

Name:

Ride in style **Reflection**

My reasons for acting safely

- inside
- outside

a bus include:

Planning	
Role in the play	How they are behaving safely

Assessment Task
Road Safety

Sample marking key

Description

GROUP ROLE PLAY – OPTION 1

Safe passenger behaviour - Inside the bus

Provides multiple (four or more) relevant safe behaviours.	Excellent
Provides up to three relevant safe behaviours.	High
Provides two relevant safe behaviours.	Satisfactory
Provides one relevant safe behaviour.	Limited
Does not provide a safe behaviour.	Very low

GROUP ROLE PLAY – OPTION 2

Safe passenger behaviour - Outside the bus

Provides multiple (four or more) relevant safe behaviours.	Excellent
Provides up to three relevant safe behaviours.	High
Provides two relevant safe behaviours.	Satisfactory
Provides one relevant safe behaviour.	Limited
Does not provide a safe behaviour.	Very low

INDIVIDUAL REFLECTION

Reasons for acting safely (either inside or outside of the bus)

Explains detailed, clear reasons.	Excellent
Explains general yet accurate reasons.	High
Explains simple reasons, with limited detail.	Satisfactory
Explains basic reasons, or one simple reason.	Limited
Explains irrelevant or inaccurate reasons.	Very low