

# CHALLENGES & CHOICES



**SAMPLE**

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

## Year 3 Assessment Task

Task details		
<b>Title of task</b>	From a different point of view	
<b>Task description</b>	In this task students will adopt the point of view of either a car driver, bus driver, cyclist or police officer. Using this point of view, they will identify actions of a safe pedestrian and provide reasons why these are important.	
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>From a different point of view worksheet (one per student)</li> </ul>	
<b>Suggested time and assessment</b>	<ul style="list-style-type: none"> <li>One lessons of in-class time</li> </ul>	
Task preparation		
<b>Prior learning</b>	Students have: <ul style="list-style-type: none"> <li>identified and demonstrated safe ways to cross the road (using the stop, look, listen and think procedure)</li> <li>identified hazards in the local area such as busy roads, the condition of footpaths, and places where vision may be restricted</li> <li>suggested ways to manage road hazards.</li> </ul>	
<b>Resources</b>	Challenges and Choices Year 3	
<b>Differentiation</b>	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		
<b>Content</b>	<b>Sub-strand</b>	Being healthy, safe and active
	<b>Content descriptions</b>	Actions in daily routines that promote health, safety and wellbeing
<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. Remind students of the different hazards they have identified in their local area, and ways to manage these in order to be a safe pedestrian (refer *Challenges and Choices*).
2. Draw a table on the board like the one below. Ask the question, writing students' responses into the table. Some suggested responses have been provided.

What makes a safe pedestrian...			
from the point of view of a CAR DRIVER?	from the point of view of a BUS DRIVER?	from the point of view of a CYCLIST?	from the point of view of a POLICE OFFICER?
<ul style="list-style-type: none"> <li>• Stop, looks, listens and thinks before crossing the road</li> <li>• Checks driveways for reversing cars before crossing</li> <li>• Wears colourful clothing and is easy to see</li> <li>• Makes eye contact with the driver</li> </ul>	<ul style="list-style-type: none"> <li>• Stands well away from the kerb when waiting for a bus</li> <li>• Does not cross the road in front of a bus</li> <li>• Wears colourful clothing and is easy to see</li> <li>• Makes eye contact with the driver</li> </ul>	<ul style="list-style-type: none"> <li>• Walks or runs on the left hand side of a shared path</li> <li>• Walks in a straight line</li> <li>• Moves out of the way if a bell is rung</li> </ul>	<ul style="list-style-type: none"> <li>• Stop, looks, listens and thinks before crossing the road</li> <li>• Follows the road rules</li> <li>• Holds an adult's hand to cross the road (if they are a young child)</li> </ul>

3. Probe with further questions to encourage deeper thinking. For example:
  - What would a safe pedestrian look like from this person's point of view?
  - What would a safe pedestrian do (how would they act or behave) from this person's point of view?
  - Why is it important for a safe pedestrian to behave in this way from this person's point of view?
  - How do these actions improve the safety of a pedestrian?
4. Ask students to choose a point of view (eg car driver, bus driver, cyclist, police officer) and from that point of view, individually complete the *From a different point of view* worksheet.
5. Collect the completed worksheet.

**Assessment Task  
Road Safety**

Name:

**From a different point of view** **Worksheet**

1. In the table below tick the box of the point of view you have chosen ie car driver, bus driver, cyclist or police officer.
2. From your point of view, answer the three questions below.
3. Hand in your worksheet.

**What is your point of view?**

- Car driver
- Bus driver
- Cyclist
- Police officer

1. a) What does a safe pedestrian look like from your point of view?  
b) How do they act?

2. Why is it important for a pedestrian to behave in this way? Provide as many reasons as you can think of.

**Assessment Task**  
**Road Safety**

**Sample marking key**

**Description**

**Actions of a safe pedestrian**

Provides multiple coherent and appropriate actions.	Excellent
Provides mostly coherent and appropriate actions with some detail.	High
Provides simple actions that may be brief or lack depth of understanding.	Satisfactory
Provides some simple actions, which may be inappropriate or brief.	Limited
Provides a simple action, with varying appropriateness or accuracy.	Very low

**Reasons for behaving in a safe way**

Provides multiple (three or more), appropriate and well thought out reasons, relevant to context.	Excellent
Provides appropriate and well thought out reasons, relevant to context.	High
Provides simple reasons, relevant to context.	Satisfactory
Provides some simple reasons, which may be inappropriate or brief.	Limited
Provides a simple reason, with varying appropriateness or accuracy.	Very low