

# CHALLENGES & CHOICES

# 4

**SAMPLE**

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

## Year 4 Assessment Task

Task details	
<b>Title of task</b>	Keep your head
<b>Task description</b>	In this task students will write a persuasive text to encourage a fictional character to wear a properly fitted helmet while riding a bike.
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>Persuasive text eg note, letter (one per student)</li> </ul>
<b>Suggested time and assessment</b>	<ul style="list-style-type: none"> <li>1-2 lessons of in-class time</li> </ul>
Task preparation	
<b>Prior learning</b>	Students have: <ul style="list-style-type: none"> <li>identified common injuries associate with falling off a bike</li> <li>identified strategies for avoiding falls or injuries</li> <li>outlined important reasons for wearing a helmet while cycling or skateboarding</li> <li>completed a helmet safety check.</li> </ul>
<b>Resources</b>	Challenges and Choices Year 4
<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> Strategies to ensure safety and wellbeing at home and at school
<b>Propositions</b>	<ul style="list-style-type: none"> <li>Take a strengths-based approach.</li> <li>Develop health literacy.</li> </ul>

## ★ Teacher instructions

1. Revise the common injuries associated with falling off a bike, skateboard, scooter or other wheeled device. These may include:
  - broken bones such as arms, wrists, elbows and collarbones
  - grazes, abrasions and cuts
  - twisted, or sprained wrists or ankles
  - head injuries (minor and major)
  - blood noses.
2. For each injury ask the following questions.
  - How could this injury impact someone? (eg no sport, can't write with the favoured hand, impacts sleep, can't do things they want to do).
  - How might a person feel at the time of the injury and while they are recovering?
  - Could this injury be prevented? If so, how?
3. Discuss student responses.

### 📌 Note

Remind students of the importance of wearing a properly fitted helmet that meets approved Australian Safety Standards. Also emphasise that helmets are recommended for cyclists as well as roller skaters or bladers, skateboarders, and scooter riders.

4. Tell students a story about 10 year old Donna and Bryn, who you met at a family picnic on the weekend. You noticed that both Donna and Bryn did not wear a helmet while they cycled around the park. You were curious and decided to ask them why they weren't wearing a helmet. They gave the following reasons.

Donna's reasons	Bryn's reasons
<ul style="list-style-type: none"><li>• Helmets look stupid.</li><li>• I don't have a helmet that fits properly.</li><li>• My Dad doesn't wear a helmet when he rides a bike.</li><li>• I don't go very fast.</li></ul>	<ul style="list-style-type: none"><li>• I am a good rider and don't need to wear a helmet.</li><li>• I have never fallen off my bike.</li><li>• I only ride on the footpath and it's not usually busy.</li><li>• Wearing a helmet means I can't wear a hat and I will get sunburnt.</li></ul>

5. Explain to students you are worried Donna and Bryn are not valuing their safety and that you are looking for some ideas to help convince them to always wear a properly fitted helmet.
6. Break students into small groups and ask them to choose either Donna **OR** Bryn.

7. In groups, students are to discuss the reasons why their character doesn't wear a helmet. For each reason, students are to discuss whether they think this is a good reason and record their response in column two of their graphic organiser (page 4). Based on their responses, students then brainstorm what they could say to either Donna or Bryn to convince them to wear a helmet. These ideas are recorded in column three of their graphic organiser (page 4).

### **Note**

Allow plenty of time for group discussion and recording of ideas.

8. Explain to students they are going to use the information discussed and recorded in their graphic organiser to write a short persuasive text (note, letter etc) to either Donna OR Bryn to persuade them to wear a properly fitted helmet while riding a bike. Emphasise to students that in their text, they are to:

- remind Donna or Bryn why it is important to wear a properly fitted helmet
- explain the risks of not wearing a properly fitted helmet
- provide ideas that will help Donna or Bryn remember to wear a helmet while riding a bike.

9. Each student will write their own persuasive text eg note, letter.

### **EXTENSION ACTIVITIES**

1. Invite students to read out their persuasive text to their group, or video them to show the class.
2. Include persuasive text on a classroom blog or in a classroom or whole-school newsletter.

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

Name:

**Keep your head**

 **Graphic organiser**

1. In your small group, using either Donna **OR** Bryn's graphic organiser below, complete the second and third columns.

<b>DONNA'S reasons</b>	<b>Is this a good reason? Why or why not?</b>	<b>What could you say to convince Donna to wear a helmet?</b>
Helmets look stupid.		
I don't have a helmet that fits properly.		
My Dad doesn't wear a helmet when he rides a bike.		
I don't go very fast.		

<b>BRYN'S reasons</b>	<b>Is this a good reason? Why or why not?</b>	<b>What could you say to convince Bryn to wear a helmet?</b>
I am a good rider and don't need to wear a helmet.		
I have never fallen off my bike.		
I only ride on the footpath and it's not usually busy.		
Wearing a helmet means I can't wear a hat and I will get sunburnt.		

## Keep your head



### Persuasive text

1. Working by yourself and thinking about the information you collected in your small group, write a short persuasive text (eg note, letter) to either Donna **OR** Bryn to persuade them to wear a properly fitted helmet while riding a bike. In your persuasive text you need to:
  - explain **why** it is important to wear a properly fitted helmet
  - remind Donna **OR** Bryn of the **risks** of not wearing a properly fitted helmet
  - provide **at least three ideas** that will help Donna **OR** Bryn to remember to wear a helmet while riding a bike.

### PERSUASIVE TEXT



#### Note

Hand in to your teacher your graphic organiser and persuasive text.

Notes

**Draft**

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

**Sample marking key**

**Description**

**Reasons for wearing a properly fitting helmet**

Explains detailed, clear and accurate 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

**Knowledge of the risks of not wearing a helmet**

Provides multiple relevant risks.	Excellent
Provides some relevant risks.	High
Provides one or two relevant or mostly relevant risks.	Satisfactory
Provides a simple, yet relevant risk.	Limited
Does not provide a relevant risk.	Very low

**Ideas to encourage helmet wearing**

Provides multiple (three or more) insightful and meaningful ideas.	Excellent
Provides up to two thoughtful ideas.	High
Provides one or two relevant ideas.	Satisfactory
Provides a simple, yet relevant idea.	Limited
Provides limited or irrelevant idea/s.	Very low