

CHALLENGES AND CHOICES

YEAR 7 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ROAD SAFETY



SAMPLE

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

TASK DETAILS		
TITLE OF TASK	Advocate for active transport	
TASK DESCRIPTION	In this task students will investigate the health and social benefits of using active transport and write a persuasive text promoting active transport for a chosen target group.	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> • Persuasive text (individual) • Planning documents including key information and persuasive text framework (individual) 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> • 1-2 lessons of in-class time 	
TASK PREPARATION		
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> • defined the term active transport • identified physical, social, and mental health and wellbeing benefits associated with active transport • identified other benefits associated with using active transport • investigated some of the barriers to using active transport. 	
RESOURCES	Challenges and Choices Year 7	
ASSESSMENT 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	Contributing to healthy and active communities
	Content descriptions	<ul style="list-style-type: none"> • Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings. • Preventive health practices for young people to avoid and manage risk.
PROPOSITIONS	<ul style="list-style-type: none"> • Take a strengths-based approach. • Include a critical inquiry approach. • Develop health literacy. 	



TEACHER INSTRUCTIONS

1. Revise with students the meaning of active transport and some of the physical, social and mental health and wellbeing benefits associated with using active transport.
2. Tell students they are going to consider opportunities for active transport in their local community and explore ways to promote greater use of active transport options. They will use this research to create a persuasive text encouraging the use of walking OR cycling for active transport for a chosen target group in their local community.



Provide examples of appropriate target groups such as teenagers, young adults, older adults, seniors. Children younger than teenagers are not considered an appropriate target group for this task.

The persuasive text format can be negotiated with the teacher eg blog, Instagram post, newsletter article, Facebook post etc.

3. Explain the characteristics of writing a concise persuasive text. For this task, the purpose of the persuasive text is to raise awareness and encourage readers to consider increasing their use of active transport. The persuasive text will need to contain a clear message supported by three concise to explain the benefits of cycling OR walking for active transport. Each reason will need to outline why it is a positive (preventive) health practice.



Use examples of persuasive texts to illustrate their purpose (what they aim to do), their message, and who they target.

4. Refer students to the worksheet *Advocate for active transport* (pages 3-4). Working individually, students are to complete the key information planner and text framework.

Remind students to carefully consider the message, develop clear reasons to promote and reinforce this message, and include supporting evidence for each reason. Provide guidance as appropriate during planning time.

5. Provide time for students to write their persuasive text.
6. Introduce students to the checklist for writing a persuasive text. Explain each element in the checklist.

Checklist for writing a persuasive text

- Use a catchy title to gain attention.
 - Clearly state the topic/issue (or problem) in the introduction.
 - Use clear language to present the message.
 - Ensure the message is relevant to the target audience
 - Ensure reasons are clear and supported with evidence.
7. Collect completed work including the persuasive text as well as key information and the persuasive text framework.

CHALLENGES AND CHOICES ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION ROAD SAFETY

Student name: _____

TASK

Advocate for active transport

Key information

1. Choose to focus on walking OR cycling.
2. Write down key information in the planner for your chosen active transport.

Walking	Cycling
In what ways is walking for active transport encouraged in your community?	In what ways is cycling for active transport encouraged in your community?
What are the barriers to promoting walking for active transport in your community?	What are the barriers to promoting cycling for active transport in your community?
What could be done to encourage more walking for active transport in your community?	What could be done to encourage more cycling for active transport in your community?
Other useful information to consider...	

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Persuasive text framework

1. Map your ideas for your persuasive text.

Who will be the target group (or audience)?		
What will be the message?		
Reason 1	Reason 2	Reason 3
Why is this a good reason?	Why is this a good reason?	Why is this a good reason?

Persuasive text

1. Using the information from your planning, write a persuasive text for your chosen target group advocating for active transport eg walking OR cycling. Use the checklist below to make sure you have included the required information.

Checklist for writing a persuasive text

- Use a catchy title to gain attention.
- Clearly state the topic/issue (or problem) in the introduction.
- Use clear language to present the message.
- Ensure the message is relevant to the target audience
- Ensure reasons are clear and supported with evidence.

2. Hand in your persuasive text as well as your key information and persuasive text framework.

NOTES



DRAFT - PERSUASIVE TEXT



DRAFT - PERSUASIVE TEXT



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SAMPLE MARKING KEY

DESCRIPTION	MARKS
MESSAGE AND TARGET GROUP (5 MARKS)	
Clearly outlines relevant message for target group.	5
Outlines relevant message for target group.	4
Outlines message in general terms and is somewhat relevant for target group.	3
Limited outline of message which may be irrelevant for target group.	2
Brief and/or irrelevant message.	1
REASON 1 (5 MARKS)	
Reason is relevant, clearly presented and is supported with detailed, appropriate evidence.	5
Reason is mostly relevant, clearly presented and is supported with appropriate evidence.	4
Reason has some relevance and is supported with some appropriate evidence.	3
Reason is basic and/or limited and may not be supported with relevant evidence.	2
Reason is irrelevant and not supported with evidence.	1
REASON 2 (5 MARKS)	
Reason is relevant, clearly presented and is supported with detailed, appropriate evidence.	5
Reason is mostly relevant, clearly presented and is supported with appropriate evidence.	4
Reason has some relevance and is supported with some appropriate evidence.	3
Reason is basic and/or limited and may not be supported with relevant evidence.	2
Reason is irrelevant and not supported with evidence.	1
REASON 3 (5 MARKS)	
Reason is relevant, clearly presented and is supported with detailed, appropriate evidence.	5
Reason is mostly relevant, clearly presented and is supported with appropriate evidence.	4
Reason has some relevance and is supported with some appropriate evidence.	3
Reason is basic and/or limited and may not be supported with relevant evidence.	2
Reason is irrelevant and not supported with evidence.	1
TOTAL MARKS	/20