

CHALLENGES AND CHOICES

YEAR 8 ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ROAD SAFETY

8

SAMPLE

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

TASK DETAILS		
TITLE OF TASK	Risky business	
TASK DESCRIPTION	This task requires students to use a challenging and potentially risky scenario involving them as either a passenger, pedestrian or future driver. They will apply a decision-making model and evaluate their chosen course of action.	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> Decision-making map (individual) 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> One lesson of in-class time 	
TASK PREPARATION		
PRIOR LEARNING	Students have: <ul style="list-style-type: none"> identified situations where they have felt pressured into doing something explored the impact of emotions and their influence on decision-making worked through a decision-making model. 	
RESOURCES	Challenges and Choices Year 8	
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	Being healthy safe and active
	Content descriptions	Skills and strategies to promote physical and mental health, safety and wellbeing in various environments
PROPOSITIONS	<ul style="list-style-type: none"> Take a strengths-based approach. Include a critical inquiry approach. Develop health literacy. 	

TEACHER INSTRUCTIONS

1. Conduct a think-pair-share activity where students consider some of the decisions they have made in the past week, and how they have made them.



A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and sharing their thoughts.

2. Remind students that people make decisions in a variety of ways. For example, decisions can be made spontaneously or impulsively (on the spot), by chance (such as by tossing a coin), or by taking a more deliberate or calculated approach.
3. Introduce the task by explaining to students they are going to apply a deliberate or calculated approach to make a decision about a challenging and potentially risky road use scenario involving them as a passenger, pedestrian or future driver.
4. Revise with students the steps in decision-making (refer Year 8 Challenges and Choices). These steps are summarised below.

Steps	Description
1. What is the problem?	Identify the problem.
2. What emotions are felt?	Consider how each of the characters in this scenario might be feeling.
3. What are all of the options?	Consider all of the things you could do in this scenario.
4. What are the negative and positive consequences of each option?	Explore all of the positive (pros) and negatives (cons) associated with each option (identified above).
5. What's your decision?	Consider all information (above) and make a decision.

5. Working in a pair or small group, students think about the risks and challenges in each scenario writing their responses on Part A – *Scenario examples* worksheet (page 3).
6. Tell students to choose one scenario from the three provided on page 3.
7. Explain the components of Part B – Decision making map ((pages 4-5)) and provide time for students to individually complete it using the scenario they have chosen.
8. Collect completed work.

CHALLENGES AND CHOICES ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION ROAD SAFETY

Student name: _____

Risky business PART A

Scenario examples

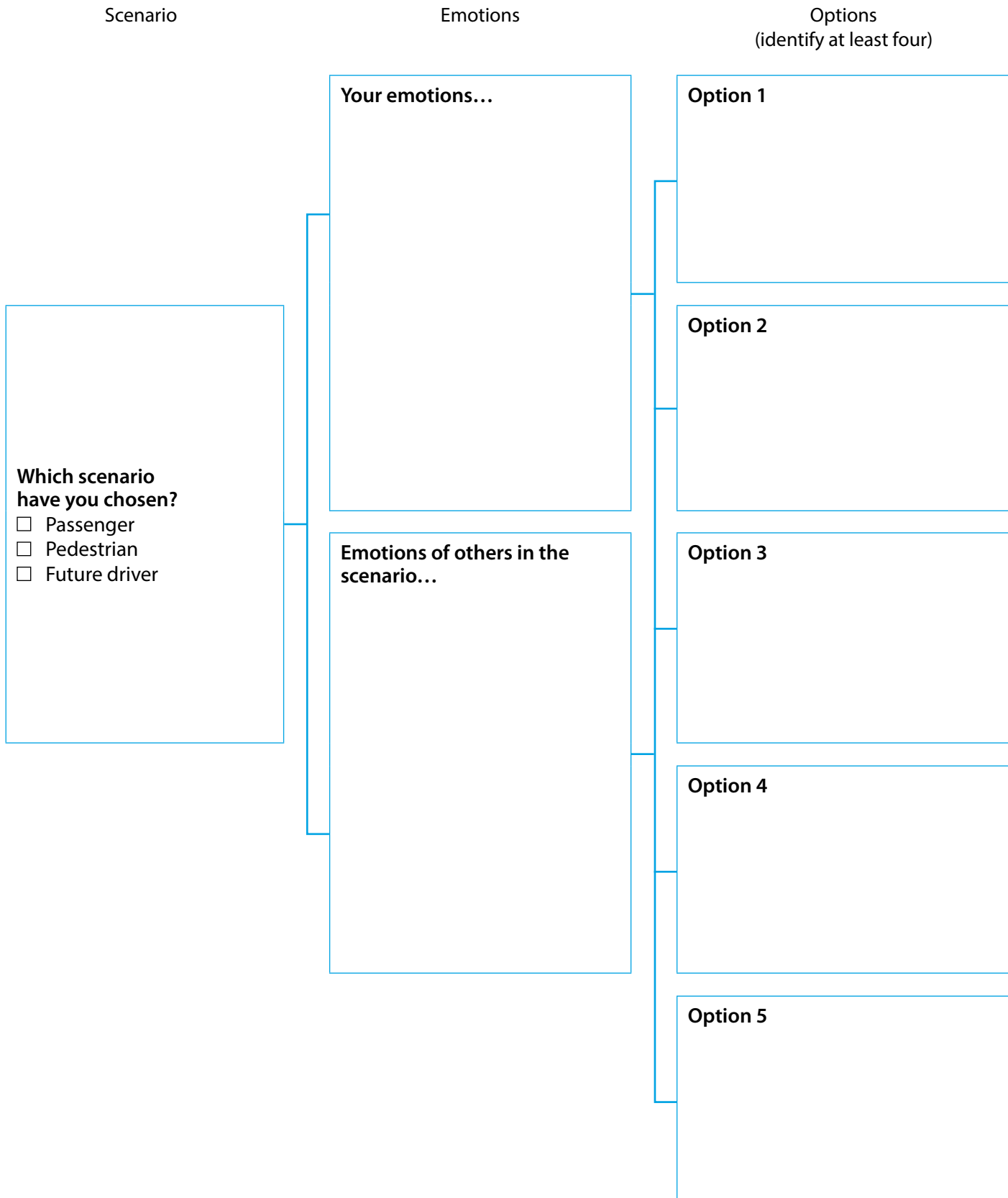
1. Part A – Working in a pair or small group, think about the risks and challenges in each scenario. Write your responses in the table below.
2. Part B - Working individually, choose one of the scenarios and using the Decision-making map on page 4-5 follow the steps and make a decision.
3. Part C – Evaluate your decision
4. Hand in Part A-C to your teacher.

Passenger	Pedestrian	Future driver
Your friend's sister has offered to drive you both to sport training. She has had her licence for about two months. It's dark and rainy. You don't have any other transport options to get there. If you miss training you could miss selection. Your parents would prefer you not to get in a car with a P plater. Your friend says, "What are you worried about?"	You are going to a friend's house. The quickest way there is to cross two major roads (with no pedestrian crossing) and cut through a busy shopping centre car park. Going the long way around is safer, but takes twice as long to get there. You are in a rush and already running late. Your friend is texting you, urging you to hurry up.	You are a front seat passenger driving with your dad on a country road at night. You notice that he is tired and irritable and is driving too close to the truck ahead. It looks like he is preparing to overtake the vehicle. There is a sign indicating an overtaking lane approximately 5kms away.
What are the potential risks?		
What makes this a challenging situation to respond to?		

Risky business

PART B

Decision-making map



Positive consequences
of each option

Negative consequences
of each option

Your choice and why
you make this decision

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Risky business

PART C

Evaluate your decision

<p>How realistic is the choice you have made? Why?</p>	
<p>How would your choice reduce your level of risk and help you to avoid a potentially harmful situation?</p>	
<p>If you found yourself in this situation, would you follow through with what you have decided? Why or why not?</p>	

NOTES



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ASSESSMENT TASK

HEALTH AND PHYSICAL EDUCATION

ROAD SAFETY

SAMPLE MARKING KEY

DESCRIPTION	MARKS
OPTIONS (5 MARKS)	
Clearly identifies in detail four plausible and relevant options.	5
Clearly identifies four plausible and relevant options.	4
Identifies three mostly relevant options.	3
Identifies two mostly relevant options.	2
Identifies one relevant option.	1
POSITIVE CONSEQUENCES (5 MARKS)	
Clearly describes in detail, a range of relevant positive consequences for each option.	5
Clearly describes a range of relevant positive consequences for each option.	4
Describes in general terms, some positive consequences for each option.	3
Describes some positive consequences for each option. Responses may be brief or irrelevant.	2
Describe limited and/or irrelevant positive consequences.	1
NEGATIVE CONSEQUENCES (5 MARKS)	
Clearly describes in detail, a range of relevant negative consequences for each option.	5
Clearly describes a range of relevant negative consequences for each option.	4
Describes in general terms, some negative consequences for each option.	3
Describes some negative consequences for each option. Responses may be brief or irrelevant.	2
Describe limited and/or irrelevant negative consequences.	1
EVALUATION (5 MARKS)	
Provides clear, detailed and insightful evaluation.	5
Provides clear and insightful evaluation.	4
Provides general evaluation with some evidence of insight.	3
Limited evaluation and insight.	2
Poor/unsatisfactory evaluation.	1
TOTAL MARKS	/20