

CHALLENGES AND CHOICES

YEAR 9 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	Talk about it	
TASK DESCRIPTION	<p>This task is in two parts.</p> <p>In Part A, small groups of students will plan and create a vox pop video to record the opinions of their peers on ways to improve the road safety attitudes and behaviours of novice drivers.</p> <p>In Part B, students will reflect on different ways to change the road safety attitudes and behaviours of novice drivers.</p>	
EVIDENCE TO BE COLLECTED	<ul style="list-style-type: none"> • Vox pop (one per group) • Reflection (one per student) 	
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> • Two lessons of in-class time. Some out of class time may be necessary for recording purposes. 	
TASK PREPARATION		
PRIOR LEARNING	<p>Students have:</p> <ul style="list-style-type: none"> • identified the 'Big 5' contributing factors to road crashes, fatalities and injuries • listened to others and shared their own opinions about road safety • considered factors that have influenced the formation of opinions about road safety. 	
RESOURCES	<ul style="list-style-type: none"> • Challenges and Choices Year 9 • Road Safety Commission Let's Talk About – Driver Attitude and Behaviour, March 8 2016 https://www.youtube.com/watch?v=b-9TQT2fu-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	<ul style="list-style-type: none"> • Skills to deal with challenging or unsafe situations <ul style="list-style-type: none"> ▪ expressing thoughts, opinions, beliefs. • Impact of external influences on the ability of adolescents to make healthy and safe choices relating to <ul style="list-style-type: none"> ▪ risk taking.
PROPOSITIONS	<ul style="list-style-type: none"> • Take a strengths-based approach. • Include a critical inquiry approach. 	



TEACHER INSTRUCTIONS

1. Conduct a values walk by asking students to respond to the following statements according to whether they strongly agree, agree, disagree or strongly disagree. After each statement is read, provide time for students to move to the corresponding spot on the continuum and share the reasons for their choice.

Statements

- Safety on the roads should be everyone's business.
- Young men are more aggressive drivers than young females.
- Young females are generally safer drivers than young males.
- Road user attitudes are difficult, but not impossible, to change.



To get students used to participating in a values walk, provide a practice statement such as *The legal age for voting should be lowered to 16.*

2. Outline that different responses to each of these statements reflect a person's attitudes. Attitudes are a way of thinking or feeling about something and may influence how a person behaves. Attitudes towards the road environment and driving can influence road use behaviour.
3. Revise with students the factors that influenced their responses to each statement, and therefore their attitude. Discussions could include reference to:
 - opinions of family and/or friends
 - influence of the media
 - prior experience of self or others (such as family or friends).
4. Introduce the Road Safety Commission video [Let's Talk About – Driver Attitude and Behaviour](#). Explain that this video interviews members of the public and asks them to identify what can be done to improve driver behaviour and attitude on our roads. Show the video several times and ask students to take notes using the note taking organiser (page 4).

PART A – VOX POP

5. Introduce the task by explaining that students will work in small groups of three or four to create a short vox pop video (no more two minutes in length) similar to the one they have just watched. Explain that a vox pop captures informal, unscripted comments from members of the public. For this task, groups will interview their peers and ask what can be done to improve driver behaviour and promote positive road user attitudes for novice drivers.



Define a novice driver as one who is a new, beginner and inexperienced. They may hold a Learner's Permit or be a Provisional driver (P plater).

6. Explain the steps for creating a vox pop.

Steps for creating a vox pop

- a. Provide an introduction. This can be spoken to camera or written.
 - b. Identify which subjects you would like to interview. Ensure you have a diverse group of respondents. You are looking to present a range of views (minimum of three) in the final video.
 - c. Clearly state the topic/questions that you would like to ask.
 - d. Make sure questions are open-ended.
 - e. Capture more footage than is required so you can choose which responses to use in the final video.
 - f. Shoot the video in a quiet place with little or no background noise.
 - g. Aim for a head and shoulders shot of each subject.
 - h. Conclude the vox pop with a summary.
7. Provide time for groups to plan their vox pop using the planning tool (page 5) and film their videos.



Vox pop can be recorded on a iPhone, iPad or tablet.

8. Share completed vox pops with the class.

PART B – REFLECTION

9. In addition to the group task, explain that each student must write a short reflection (no more than one page) describing ways to influence the attitudes and behaviour of novice drivers and justify their reasons.
10. Collect the following.
 - Vox Pop (one per group)
 - Reflection (individual).

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Note taking organiser

What is asked in the video?	What are some of the responses?	Other notes such as ... What do you notice about the way people respond? <ul style="list-style-type: none">• Do they appear confident?• Do they appear to respond confidently?

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Student name: _____

PART A – VOX POP

Vox pop planning tool

Vox Pop Theme

What can be done to improve driver behaviour and promote positive road user attitudes for novice drivers?

1. Use this space to plan your vox pop.

How will the topic be introduced?

Subjects to interview	Is your sample group diverse? What are their characteristics?

<p>Topics/questions to be asked...</p> <p><i>First question</i></p> <p><i>Follow up question/s</i></p>
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<p>Concluding remarks...</p>

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HEALTH AND PHYSICAL EDUCATION ROAD SAFETY

Student name: _____

PART B - REFLECTION

1. Suggest ways to improve the road safety attitudes and behaviours of novice drivers.
Justify the reasons you provide.

NOTES



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SAMPLE MARKING KEY

DESCRIPTION	MARKS
PART A - VOX POP (GROUP)	
Vox pop video - content (10 marks)	
Clearly presents and outlines multiple (more than three) factors that influence attitudes towards healthy and safe choices.	9-10
Outlines at least two factors that influence attitudes towards healthy and safe choices.	7-8
Outlines one or two factors that influence attitudes.	5-6
Limited outline of one or two factors.	3-4
Brief and/or irrelevant outline	1-2
PART B - REFLECTION (INDIVIDUAL)	
Reflection (10 marks)	
Thoughtfully considered reflection with clear expression of ideas, accurate and relevant justification and coherent structure.	9-10
Thoughtful reflection presented clearly and coherently with relevant justification.	7-8
General and/or satisfactory reflection presented in a mostly clear way, with general justification.	5-6
Limited reflection with some attempt to present information a clear way. Justification may be brief or irrelevant.	3-4
Poor/unsatisfactory reflection and/or justification.	1-2
TOTAL MARKS	/20